

RYA Wavelength

keeping RYA instructors and coaches in touch



Sign up now to receive Wavelength via our app
See page 13 for more details.

Dates for the Diary

- 6 May:** Weather for Sailors (global). See page 20
- 7 May:** Weather for Sailors (mid-latitude). See page 20
- 9-17 May:** RYA Push the Boat Out 2015. See page 22
- 10 July:** Copy date for September Wavelength
- 15 October:** Weather for Sailors (global). See page 20
- 16 October:** Weather for Sailors (mid-latitude). See page 20
- 17 December:** Weather for Sailors (global). See page 20
- 18 December:** Weather for Sailors (mid-latitude). See page 20
- 30-31 Jan 2016:** RYA Yachtmaster™ Conference, Swindon
- 6-7 Feb 2016:** Training Conference, Swindon

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It's more than just learning to sail and Regional contacts

RYA accreditation voted the world's premier sailing qualification

You already know that you are part of the highest quality, best respected and most sought after training scheme in the world. However, RYA training has topped the chart in terms of 'excellence and global reputation' in an independent survey. British yacht charter agency, Seamaster Yachting, surveyed 200 charter companies

across the Caribbean, the Mediterranean and Asia, responsible for managing more than 6,000 charter yachts.

It is one thing to know that we are good. It is another thing altogether to have that view independently verified by an important part of our industry.

Maintaining quality is not easy. Sometimes instructors or centres no longer meet

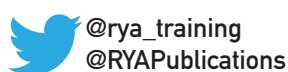
the high standards required of our schemes and there are times when we need to withdraw a qualification or RYA recognition. This is never pleasant, but is a necessary part of protecting the quality and reputation of our schemes.

The quality and integrity of RYA Training has only been achieved through the consistent efforts of the 25,000

instructors who deliver training across 47 countries. Your skill, knowledge and integrity are the keys to RYA training success.

Congratulations to all of you on this outstanding accolade. We should all be very proud of your ongoing professionalism and being so good at what you do.

See the **full press release.**



International Certificate of Competence changes to eligibility

Reference: TN 06-14

Date: December 2014

Applies to:

- » RYA ICC test centres
- » RYA ICC approved testers

Detail:

The Maritime and Coastguard Agency (MCA) has authorised the RYA to issue the ICC to a wider range of applicants.

The RYA is now authorised to issue a UK ICC to the nationals of any country EXCEPT individuals

who are a national of another UNECE member state which has accepted Resolution 40 and who are also resident in another UNECE member state which has accepted Resolution 40, unless the RYA has been given written permission to do so by the Government of the relevant country.

The list of UNECE member states that have accepted Resolution 40 is subject to change without notice (i.e.

whenever the government of a country adopts Resolution 40). The current list is available on the RYA website at www.rya.org.uk/go/icc-no.

Applicants are required to provide evidence of their eligibility when they first apply for an ICC and must provide evidence that they remain eligible to be issued with the ICC on renewal.

Full eligibility details are shown in the Guidance Notes for RYA ICC Test Centres.

See also:

- » **ICCTC/TG 10-14:** Guidance Notes for RYA ICC Test Centres - December 2014
- » **How to apply for an ICC Resolution 40 adoption**

[View notice](#)

Training Guidance

New Guidance Notes for RYA ICC Test Centres

Reference: ICCTC / TG 10-14

Date: January 2015

Applies to:

- » RYA training centres and affiliated club offering ICC and/or CEVNI tests

Summary:

- » Guidance Notes amended to include new eligibility criteria for applicants. Also includes general information about the ICC, who can

conduct tests and how to run assessments.

See also:

- » **TN 06-14** ICC eligibility

[View full guidance](#)

Safeguarding training for instructors in the Sailing and Windsurfing Schemes

Reference: TG 11-15

Date: March 2015

Applies to:

- » RYA Dinghy Coach/Assessors
- » RYA Windsurfing Trainers
- » RYA recognised training centres running Dinghy, Keelboat, Multihull or Windsurfing Instructor or Senior Instructor courses

Summary:

- » From 1st April the online safeguarding course 'Safe and Fun' will be a pre-requisite for newly qualifying Instructors and Senior Instructors in the Sailing and Windsurfing Schemes.
- » A revised presentation is

available for use during the safeguarding workshop on instructor courses.

- » Completion of the course must be checked and recorded on the instructor record card.

See also:

- » **TN 05-14** Safeguarding course requirement for instructors in the Sailing and Windsurfing Schemes.

[View full guidance](#)

Review of insurance requirements for recognised training centres

Reference: TG 12-15

Date: April 2015

Applies to:

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

Summary:

- » Changes in insurance over recent years have prompted a review of the insurance requirements resulting in the need for additional clarity on the form of insurance required and of the amount of cover required.

Main points:

- » Clarity over RTC responsibility for insurance cover for RYA Instructors employed or engaged by a centre.
- » Minimum public liability cover to increase from £2 million to £3 million.
- » Additional requirement to hold

at least £500,000 professional indemnity insurance cover to be introduced.

See also:

- » **Recognition Guidance Notes**

[View full guidance](#)

For guidance on other areas of RYA Training:
www.rya.org.uk/coursestraining/resources



RYA Training



@rya_training

Raymarine RYA Yachtmaster™ Instructor Conference

2015's Yachtmaster™ Instructor conference was again held at The Bournemouth Highcliffe Marriott Hotel. We had a much higher percentage of delegates from centres outside of UK and it was really good to meet so many new and familiar faces. Thank you to Raymarine for their continued support as sponsor, enabling instructors who had not attended before to enjoy the conference at a reduced cost.

We changed the format of the weekend slightly with the updates from Vaughan Marsh and Rachel Andrews presented on the Saturday morning, giving everyone time to absorb and reflect on the changes before discussing any concerns with the RYA team. Feedback indicated this was a popular change, so it is one that will continue.

The past year has seen a move from the development of new courses afloat to focusing on shorebased training. Craig Burton and Vaughan gave a presentation on the new chart plotter explaining how it works, the main focus for students in the classroom, how it will affect the expectations of those classroom candidates when on the water, and what the future will look like. See pages 5 and 6 for more information on this for both practical and shorebased courses.

Workshops were held on: how to use eBooks to support teaching; AIS in cruising and how the data created is being utilised; 'Is anyone listening?' talking about a recent study on the effectiveness of emails; a talk from Gwenneli Sailing Trust on how they deliver courses; the RYA training chart plotter.

Saturday's final session saw Richard Falk, RYA Training Manager/Chief Examiner, update the conference on Cheeki Rafiki. However, as the MAIB report was not released at the time of the

conference it could only highlight some of the facts. Take a look at page 17 for an update on the situation so far.

Sunday arrived with some delegates looking like they had really enjoyed the restaurant and bar facilities the previous evening!

The first presentation was from DC Wendy Weeks from the General Maritime South West Counter Intelligence Unit in Poole, about **Project Kraken**. Project Kraken is a joint initiative aimed at encouraging the public and the boating community to report suspicious or unusual activities around the coastal and in the maritime environment.

This was followed by a presentation from Richard Falk with an overview on RYA training, the current year's observations and a look forward to the next year and beyond. A series of discussion groups were then held which will help shape the future focus for the schemes. This year they included:

- » Instructor Training, especially shorebased, with an appetite for more direction for Yachtmaster™ instructors wishing to move into a classroom environment.
- » What other resources would help instructors deliver courses?
- » Social media guidelines and what is acceptable.
- » The Examiners' meeting.

Thank you to all the discussion and workshop group leaders, and to the exhibitors for their part in making this year's conference a resounding success. Particular 'thanks' go to Raymarine, Marriott Hotels, Wendy Weeks, Gwenneli Trust, and John Whelton.

Look forward to seeing you next year.

A full report of the conference, workshops and discussion group summaries is available on the **RYA website**.

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Teaching chart correction etiquette

As instructors, we help students translate what they learn in the classroom to how it works in reality. Using the navigational equipment is certainly a big part of that.

How reliable is your chart data?

One aspect which should be emphasised to students is the reliability of the data on which they are making skippering decisions. We wouldn't dream of teaching a Day Skipper or Coastal Skipper course without reference to paper charts, but how much attention are we giving the reliability of the chart data - from checking the last survey to decide whether the depths are likely to be accurate, to when the chart was last updated?

Checking the number of satellites and therefore the quality of the fix is a key teaching point when using a chart plotter. Knowing whether the depth sounder reads from offset to keel or waterline is absolutely crucial in using depth in pilotage.

So, are your charts up to date?

Are the charts on the training vessel showing the latest corrections? If not, now's the time to get that put right. Leading by example is the best way for our students to grasp the importance of looking after not only the physical shape of their boat, but

also the tools they need to cruise safely.

It's not a particularly glamorous part of the course, but it should be incorporated into your teaching. Think about putting this into context: safe navigation depends on knowing where you are and what hazards exist along your planned route. Get your students to consider what might alter. Many hazards are pretty well permanent, for example rocks and islands rarely move, but some hazards like sandbanks may change position. Some are added or removed by human activity such as marine farms, wrecks, buoyage and lights.

Sometimes a recent survey will correct depths shown on an earlier chart that may have been measured by less efficient means, and sometimes new vessel control requirements such as traffic separation schemes may be introduced. Encourage your students to consider the potential consequences of not keeping up to date.

When should charts be updated?

Charts should always be up to date when you buy them, but keeping them up to date is your responsibility. You should check Admiralty Notices to Mariners regularly to see if there have been any changes to your printed charts. If you become aware of something that has changed since your last update, for example you

notice a new light that has been installed, you should check the United Kingdom Hydrographic Office website for the details and update your charts to reflect the changes.

How do you update paper charts?

Students should understand that there are a couple of options available to them: they could buy new charts each year, or they could return their charts to a chart agent. Both of these options are expensive and it is a relatively simple job that competent students should be able to do themselves.

They will need a copy of Chart 5011 'Symbols and Abbreviations used on Admiralty Charts', access to the appropriate website (see below) and a very fine point pen with magenta ink. Explain that they should not make chart updates in red, blue or black ink. Special templates and tools for updating charts can be bought, but they're not needed for the majority of updates.

Once they're on the right website, suggest to students that they select the option to search for updates by chart number from a specified date only. If they enter the chart catalogue number and date, any updates that have been made since that date will be shown. The date that the most recent update was made will be shown on the bottom left corner

of the chart.

Using magenta ink and the neatest tiny handwriting, write or draw the new description in its proper place. When the correction has been made, note it by adding the number of the update to the list of corrections on the bottom left hand corner and then move on to make any additional corrections from the list. Next year's update checks on the website will start from the date of your most recent correction.

If your centre invests in new charts fairly frequently, it will be worth carrying an example of a chart which has been updated.

Updating electronic charts

We should be teaching an integrated approach to navigation, so on top of keeping our paper charts up to date and emphasising that to our students, they must also be taught about the electronic equivalent. Using the plotter on board, see if they can identify when it was updated, take the opportunity to demystify the handbook for the plotter by finding out just how it's done.

It isn't always easy to check on the current version of your electronic charts - it may be a date printed on the label of the card that carries the chart data or an entry in a menu option that you can find by pushing buttons. The important thing is they need to be familiar with the model of chart plotter on their own vessel.

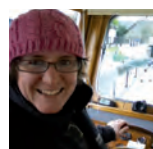
There are several methods for updating electronic charts. The simplest, but not the cheapest, is to buy a new card. Some systems allow you to download updates from the internet directly into the chart plotter if there is a good internet connection. If not, you may have to remove the card and plug it into an appropriate port to download the updates onto the card. When it is plugged back in to the plotter, it installs the new data.

Where to search for chart updates

- » Admiralty charts: www.nmwebsearch.com
- » Imray charts: www.imray.com/Corrections/



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Maximising the Training Plotter's impact on practical courses

Picture this scene – it's the first morning of a Day Skipper or Coastal Skipper practical course and you're sitting around the saloon table finding out how much background knowledge your students have. A common theme appears: they've all completed the shorebased course during the previous week, and they're especially fired up about using electronic charts and satellite position fixing systems. They're throwing around acronyms like DGPS and ECDIS, and a debate is emerging as to whether Janet's Navionics phone app is more or less useful than iNavx on Jim's tablet. Nervous glances are being thrown at the paper Admiralty chart and hand-bearing compass lurking on the chart table.

It's a big job, teaching the students to use all the available tools while ensuring they understand the fundamentals of navigation. But there are a few things instructors can do during the week, which may help. Here are a few suggestions...

A game in increasing positional certainty

This one requires a bit of preparation. You'll need a stack of small plain cards. Print, draw, or write on one side of each card the name/acronym of every navigational tool you can think of (you could add a picture and perhaps laminate the cards). They should include things like GPS, ECDIS, lookout, log, compass, sounder, radar, AIS, sextant. Hand the cards out face down and get the students to turn them over one at a time, discussing how you might use each item to increase positional certainty or produce a fix. Chat through their use and limitations.

When we think of electronic navigation, most people assume we're referring to satellite derived position systems but in fact, many navigational tools are electronic. This game enables you to discuss the pros and cons of many different systems, electronic and non-electronic, as well as expanding on their appropriate use. It builds on your students' existing knowledge and understanding while hopefully adding a few new tricks.

Teaching chartwork

The RYA Training Plotter can be used in the classroom and on board to teach and refresh topics. Many instructors have a laptop, which is a great tool if students are struggling. It also helps to reinforce accuracy for those getting lazy with their chartwork. Sitting below with your students going over projected EPs, the RYA Training Plotter will enable you to demonstrate your workings very clearly and accurately.

Using a variety of methods

When setting navigation tasks, in the same way as you might have focused on the building blocks of bearings, transits, contour lines (and maybe introduced RADAR or similar if fitted), before building them into a larger plan, we can take this a stage further. Set your students micro navigational tasks that specifically require only two or three tools/techniques. Give Jim the chance to use his iNavx app, the paper charts and the echo sounder, while allowing Janet to use time/speed/distance and the use of transits and clearing bearings. You can mix and match here, depending on what you have available on board.

In the debrief, highlight the pros and cons of all of the tools used while validating the importance of combining methods. This enables you to amplify which technique worked in which situation as well as which fell apart when



the smartphone or piece of unprotected paper got wet!

Good decision making and filtering information

The abundance of tools you might find on a modern training yacht makes it easy to show how they give different information. Compare and contrast Janet's Navionics app with the vessel's chart plotter. Show the difference in redraw speeds, the level of information displayed, and the all-important screens on the plotter showing accuracy of position which most smartphone and tablet navigation apps require a separate app to show.

Perform a check of the sounder using a lead line, then do a compass check, and discuss the errors that these bits of kit can produce.

Show the RYA Training Plotter's information on quality of position, and discuss this as a contrast to the date the vessel's paper charts were last updated. Highlight the warning screen most leisure chart plotters display on startup, while

showing the date on the vessel's deviation card.

The key message here is not that all equipment is unreliable and should be discarded. Rather it is that most tools have some limitations, and all require reinforcement. Making good skipper decisions requires confidence in what you are being told or shown, so your students have to understand where the data is coming from.

Summary

The new RYA Training Plotter should be an eye opener for your students. A good navigator makes decisions for reasons, based on many different inputs available. Blending all the navigational tools on board to increase certainty of position and aid planning, with due regard to their margins of error and limitations, has to be your key message. As your students may progress into the world of professional boating, they need to be well versed in which sources and tools are considered official.

Using the RYA Training Plotter for teaching

So, you've downloaded the RYA Training Plotter for your next shorebased course. What next? Let's look at a timeline of an RYA Day Skipper shorebased course for some ideas on how to use this software to your advantage.

One week before

Get set up

Download and install the plotter from www.rya.org.uk/go/trainingplotter

The RYA training centre that you will be teaching for has access to the Day Skipper questions and assessments, and the Coastal Skipper/Yachtmaster™ assessments in a format you can overlay on the plotter. These are available behind the centre's login, so liaise with your centre for these and import them into the plotter.

Once you've got these overlays installed, you will be able to familiarise yourself with the questions, ready to start using the plotter in the classroom.

During the course

Going through the homework

Instead of, or as well as, passing round the answer acetates to confirm students' achievements, simply select the question from the overlays and prepare for your session by individually hiding all the components on the chart. When you are going through the exercise with your students, as you describe each step simply unhide each component. You can ask your students to visually confirm it is in the right location. It doesn't matter if they have been working from the RYA Training Plotter themselves, or plotting directly on to the paper charts.

Using the plotter as a teaching tool

As a chartwork demonstration tool

The training plotter allows you to plot waypoints, dead reckonings (DRs), estimated positions (EPs), and fixes in any given position, as well as drawing bearing lines,



water, ground and tidal drift lines, and finally lines with arcs.

You have the ability to change the line types and amend the position of any points you place. If you're demonstrating calculating a course to steer, for example, you can place your waypoints, draw the ground track, add the tidal vector, and then demonstrate arcing off for boat speed. The plotter software will then allow you to convert your arc line to a water track, all with the correct symbols. As a graphical representation on a projector or plasma screen, this will keep your students engaged and is an accurate method of demonstrating distances and bearings.

As a chart plotter demonstration tool

When teaching navigation to students, it is important they understand the limitations and reliability behind the tools giving them information. In the same way as you would get them to test and calibrate an echo sounder with a leadline, you can get them to investigate the certainty and source data from the RYA Training Plotter.

Right clicking on a feature and selecting 'Show Information' will enable you to bring up quality of data details, which follow the Electronic Chart Display and Information System (ECDIS) principles. This provides a useful discussion point as it is unlikely that a leisure plotter will have this level of functionality, but just as it is important that paper charts are regularly updated, it is important that aspiring navigators are aware of the need to subjectively view information on a chart plotter screen.

Next, you could open the 'Route Monitor', by clicking on the RYA button in the top left of the Training Plotter. Load a scenario using the play icon in the top left of the screen and you can demonstrate a vessel on a passage. More importantly, the icon in the bottom right will enable you to pull up information on the quality of position, Horizontal Dilution of Position (HDOP), number of satellites in use, and time of last message received. As a demonstration tool, this is invaluable as it amplifies both the usefulness of satellite derived positions, while providing a greater depth of understanding into how reliable they are.

Setting the homework

Having demonstrated the plotter over the course of your session, it's time to get your students using it. A short demonstration of the basic functions, most of which are accessed through a simple right click, will have your students up and running in no time. All the chartwork questions in their exercise book can be completed using the RYA Training Plotter in place of a paper chart, and it's quick and easy to review their work during the next session.

Summary

Hopefully these ideas are enough to get you started with the RYA Training Plotter. There are other techniques you can practice and resources you can prepare with the plotter, so it's a great tool to aid learning and enhance the quality of what you deliver as an instructor.

First Aid news

2014 saw the publication of Edition 10 of the First Aid Manual, and the autumn of 2015 will see the release of new CPR Guidelines. The 2015 Guidelines are likely to be adopted in early 2016 once first aid providers and publishers have been able to update their materials. Information will be sent to RYA First Aid Instructors at the appropriate time.

At present the emphasis should be on early, good quality chest compressions to a depth of 5-6cm, at a rate of 100-120 per minute and early access to an AED. If you are a First Aid Instructor who has not yet had AED training, please don't leave it much longer

before you go on a course. An awareness of AEDs is part of the RYA First Aid course and more and more clubs, marinas and training centres have them.

Interested in being a First Aid Instructor?

The first aid course is one of the RYA's specialist one-day courses. In order to teach it you must qualify as an RYA First Aid Instructor.

Further details and application form.



Day Skipper online developments

You may have read previously in Wavelength or heard at relevant conferences that we have started work on developing elements of the Day Skipper shorebased course online. This follows the success of other eLearning courses and the obvious desire from students to develop their knowledge following the online Essential Navigation course.

With RYA online training having been available for over four years, we are confident that adding this method of delivery to the RYA training mix enhances what we do and gives the flexibility that many students and training centres want.

Initially developing online Day Skipper content will be a two year project, during which approximately eight training modules will be created. We are starting with Tides and plan to move on to Charts, Safety, Weather and Collision Regulations next, with other modules being confirmed later in the two year development phase.

When these modules are developed it will enable training centres to pick modules to offer online, leaving the remaining modules to be covered in the more traditional classroom environment. This 'blended' approach allows less time to be

spent in the classroom which should give more flexibility over how and when courses are scheduled.

After this initial development phase it will not be possible to offer the entire Day Skipper course using these online modules – some classroom teaching and assessment will still be required. However, as technology moves on we are not ruling out the possibility of a complete online course in the future. We will keep centres up to date as the project progresses.

Running alongside this Day Skipper development will be a revamp of the existing online Essential Navigation and Seamanship course. This course was our first big venture into eLearning and pre-dated the advent of tablets, so we are taking the opportunity of transferring

it to new software, making it compatible with the majority of devices and web browsers.

We are also taking a look at the level of teaching included in the Essential Navigation course to ensure that it leads nicely into the Day Skipper course at the right level and offers a more logical progression.

We are really excited about these developments and firmly believe it will help our training centres to offer a modern, flexible and cohesive approach for students in an affordable way.

For those of you not wanting to transition to offering online training – no problem! Classroom training is not being phased out in any way. You know your own customers best, and we're very happy to leave it up to you to decide how you offer your courses to suit them.



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Good news across the power schemes

Over the last year we have seen growth in powerboat, inland waterways and personal watercraft course delivery, signalling a turning point for centres with increasing participation across the board. It is difficult to attribute this to anything in particular, but here are some observations on the individual schemes.

Inland Waterways

This is an ever-changing landscape, with some centres retiring from RYA training while new ones take their place. Overall the number of centres remains quite constant – we currently have 52.

We have had training centres popping up in some unexpected places. For example, Islington Boat Club in London gives an unusual perspective on the City, from spotting a rooftop school playground to seeing commuters in suits along the towpath.

We now have our first training centre in the Netherlands – Aquaplaning. Their courses take place in the main street of a town where they pay bridge tolls by a clog on a fishing line, and in a huge commercial lock and a corner of Lake IJsselmeer with its associated buoyage. The variety of training environments is ever increasing!

We have also made a concerted

effort to feature Inland Waterways training in the RYA members' magazine and submit articles for non-RYA publications.

The Inland Waterways Helmsman's certificate (IWHC) has significantly increased in popularity, maybe due to the length of the course being extended to the full two days with the one day assessment for experienced boaters. This has allowed students to really get a good feel for the techniques. There are a number of hire companies which recognise the skill of those who have undertaken training and offer a discount on hire for holders of the IWHC.

Over the past three years the number of instructors qualifying has increased annually by 25%.

Personal Watercraft

The PW scheme is very healthy, with strong year-on-year growth in both the Personal Watercraft Proficiency (PWP) course and the Introduction to Personal Watercraft Safety (PWS) course. There are now approximately 280 superyachts recognised to deliver PWS to guests on board, since the first one gained recognition in 2007. This fast-growing market for RYA training has been partly responsible for the increased numbers taking the one-day PWP course as it is a pre-requisite for the PW Instructor course.

In the UK, some training centres are reaping the rewards of PW usage being managed, rather than banned, in certain local authorities. With riders having to hold an RYA PWP certificate to apply for a local permit or being allowed to launch, hopefully it is helping to maintain access for skiers as well as promoting a safer environment. Of course, a by-product is more students for more training centres.

Powerboat

The number of certificates being issued has risen in all courses, except Powerboat Level 1. Following changes to the requirements for training vessels for the higher level courses, we are starting to see a recovery in the numbers taking Powerboat Intermediate and Advanced courses. Hopefully, those centres that have managed to arrange the use of an appropriate vessel are now working hard to encourage students at the end of their course to consider their next practical training steps.

The Powerboat Tender Operator course got off to a strong start from its launch in September

2014, with over 100 certificates in the first 12 weeks. This is a course that was developed for those working in the superyacht industry transferring guests between the yacht and the quay. The course covers navigation by day and night over short distances using a chart plotter and verifiable waypoints to check progress. It builds on the close-quarters boat handling skills learned at Powerboat Level 2, with plenty of practice in the use of lines and working with crew, as well as short-handed.

This course is taught on the training centre's vessel which should meet the criteria for Powerboat Advanced, due to the night navigation aspect. The course may also appeal to yacht clubs transferring members from moorings to the club. However, it is not a certificate which can be used commercially.

Risks in rough weather

For some years now the boating community has been increasingly aware of the risk of back injuries in small craft operating at speed.

The main focus so far has been on the health and wellbeing of those on board. However a ruling from the Scottish Court has highlighted the legal implications now being encountered.

See more details on the case.

Register
your
certificates

Click here
to see how



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CPD plea

The start of the season is a good time to take stock of your personal skills. It may have been a few months since you last taught a course and gave a demonstration to your students. As an instructor, it is important to stay current, both with any new developments in the training scheme and with your own personal skills – both of which can be addressed by attending a continuing professional development (CPD) event organised in your region.

Also, why not commit a bit of time to trying something new or extending your skills within other

power schemes? How about stand-up PW if you think PW sitting down looks too easy!

Trying your hand at narrowboat helming really hones a Powerboat Instructor's sense of the pivot point, as well as getting a good grounding in displacement boat handling. Equally, Inland Waterways Instructors may like to give a more flighty powerboat or PW a go.

Go on, try something new this season! Let us know how you got on with pictures and a little write up and we'll try to feature these in future edition of **Wavelength**.



"We were delighted to see some 9,500 visitors attending this year's show with a fantastic 20% increase of tickets being purchased in advance" commented RYA Shows Coordinator Charlotte Pearson.

Thousands flock to RYA Suzuki Dinghy Show

The RYA Suzuki Dinghy Show is the world's only exhibition dedicated exclusively to dinghy sailing and showcases the very best in boats, cutting edge developments, kit, sailing brands, clubs, class associations and more. From racers to cruisers, families to youngsters, the show offered something for everyone.

The feedback received from

exhibitors, visitors and speakers, has all been extremely positive and throughout the weekend there was a fantastic buzz which is a testament to the many sailors, enthusiasts and industry experts that represent the show and our sport.

Find out more about the events that took place at the show by visiting the RYA Suzuki Dinghy Show website at

www.dinghyshow.org.uk and click on News.

The RYA Suzuki Dinghy Show 2016 will take place on 5-6 March 2016 at Alexandra Palace, London. We'll see you there!

Watch a video of the show highlights here

Expeditions afloat



'Before I heard about the Duke of Edinburgh Award through the RYA, I didn't actually know that it was possible to do anything other than walking. I had missed doing an expedition through school, so when I heard that I could do a sailing expedition at the club it was an instant choice.'

As the Duke of Edinburgh (DofE) Award Manager for the RYA, this is something Amanda Van Santen hears often. So she enlisted the help of an enthusiastic group from Carsington Sailing Club to spread the word on the excitement and exhilaration that can be had on a sailing expedition. The group were planning their Gold Award expedition, when Simon Black suggested the potential to carry it out in a boat.

'I felt I wanted to challenge myself and do something out of the ordinary, and this gave me an excellent opportunity' said Matilda Harding. *'I sailed from about the age of nine for a couple of years, developing some basic knowledge, but felt confident with others in my group who had a greater depth of understanding to teach me throughout the expedition.'*

Every expedition requires an aim. If your group is struggling to think of one, why not contact the RYA Green Blue department? Our group chose to monitor species of birds, as Ian explained: *'Our group's aim was to record the species of bird we saw and report them to the RSPB. To do this we carried books on the boats and took pictures of any birds we identified on the boat. We went on two training weekends to sort out how the organisation was going to*



work, and brush up the skills of some of the people in the group who have done little sailing.'

Planning the route is an important factor, ensuring it is an acceptable expedition and achievable for all participants. *'We set about researching campsites as one of our main priorities before planning our routes. Once these were sorted we could complete our route cards, which had to be reviewed and revised a few times to ensure everything was right'*, explained Tilly.

DofE expeditions have 20 conditions, one of which is to camp. Toby and Tilly provided us with an insight into how the group went about this: *'We needed to carry everything in the boats as well as to the campsite, so light packing was essential. Carrying only necessities was something we*

needed to work on! We planned to camp in campsites for most of our journey, leaving the boats tied up on a mooring. However we stayed on the boats for one night, which was brilliant, but a little uncomfortable – feet in a sail locker and head under a bench, but it was still worthwhile!'

Teamwork is essential to the success of an expedition and

the group learnt huge amounts through the testing conditions and the need to trust each other. *'We needed to remain calm and trustworthy to the others in the group in tricky situations, have confidence in ourselves and the others and share the load of camp craft and boat craft'* said Tilly.

So what did Tilly, Ian and Toby feel they learnt from this expedition? *'Group moral and support, to keep one another going throughout the whole expedition, the amazing conditions and the variety of the sailing we had to do, whilst remembering to pack lightly and use an appropriate bag!'* Laughed Ian and Tilly. Toby was very excited to carry on with the skills he learnt during his expedition: *'I am looking forward to sailing for long periods of time and doing fun things like fishing and such like.'*

If you think an expedition is too much to embark on at the moment, why not plan a day sail with a few people at your club, centre or school. Perhaps a simple circumnavigation of your lake, a journey to a nearby town or perhaps a trip for an ice cream... or hot chocolate! Regardless of length and timeframe, the RYA Sailing Scheme Logbook and Advanced Handbook outlines all considerations and planning required, helping to make your trip exciting and memorable.

The RYA is a National Operating Authority for the Duke of Edinburgh Award, if you would like further information about getting involved either as an individual, training centre or club, please email dawn.seymour@rya.org.uk or take a look at www.rya.org.uk/go/dofe



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Moving along nicely

Sailing onto a pontoon or a moored boat is an important skill to master and practicing it can help your students to feel in command of their vessel at all times and not just when surrounded by obstruction-free open water. **Simon Winkley**, RYA Coach/Assessor unlocks the core skills and finer coaching points for coming alongside both a pontoon and a moored powerboat in tidal and non-tidal waters.

Students should follow the sequence of:

- » Plan
- » Approach (the target)
- » Manoeuvre (against the target)
- » Escape ('plan B' should something go wrong)

Moored boats – no tide

A great way to coach coming alongside is from a moored safety boat. Get students to aim for the opposite side to which they are approaching from to give a clear escape route if required. Ask them to imagine there is a buoy on the rear quarter of the safety boat on the non-approach side and to aim for it. Once the imaginary buoy is by their windward shroud they can simply use the last bit of boat speed to steer upwind alongside the moored boat.

When leaving, jib-backing can be practiced to turn the boat onto the correct course until boat speed allows the rudder to take over.

Pontoons – no tide

If the wind is blowing down the length of the pontoon, a simple approach across the wind onto either side can be made, turning into the wind to slow down.

If the wind is blowing square onto the long side of the pontoon several types of approach can be made:

1. Onto the end

This gives a small landing area yet has good escape route options.

2. Onto the windward side

This is not recommended as boat speed is difficult to reduce and hull damage is more likely. In addition, the boom will end up right over the pontoon which can cause rig damage if the underside of the boom strikes it. It may also be impossible to fully de-power



With the wind blowing away from the pontoon at 45° - a ¾ tack positions the boat perfectly alongside with sails de-powered



Omitting the ¾ tack, however, sets the boat on a broad reach with the boom pressed against the shroud

the sail as the boom can press against the leeward shroud.

3. Onto the leeward side

This is a useful option but has the pitfall of leaving the bow pointing directly at the pontoon. It will be difficult for both the helm and crew to safely get around the mast, move across the bow and step onto the pontoon. It is likely that the boat, once stopped, will drift frustratingly backwards and possibly onto the shore.

A leeward side pontoon landing needs either a very slow approach on a very shallow angle or a ¾ tack to be carefully executed just before making contact. Fully sheeting out the mainsail can be a problem either

way as the boom will press onto the shroud. So, in this case, a swift hop out onto the pontoon to hold the boat by the bow is required to prevent it powering up again.

If the wind is blowing away from the pontoon at an angle, an approach from one side will work with a ¾ tack to land safely, while an approach from the other side will set the boat onto a broad reach as it comes alongside. Avoid the latter version at all costs!

Promote the importance of managing any loose mainsheet, especially on a boat with a stern traveller. Snagging it on a horn cleat or other pontoon feature on the approach could bring the boat

to a very abrupt halt. When leaving a pontoon it could even swing the boat onto a run and force a gybe with potentially harmful consequences!

Tidal considerations

If the tide is moving in the same direction as the wind, any of the methods above will work with a little distance adjustment to allow for the tide.

If wind and tide are opposed, it may be necessary to sail upwind, swiftly lower the mainsail and use the jib to sail the boat downwind against the tide and alongside the pontoon or boat. Failing to lower the mainsail can cause the boat to power-up on landing as the tide swings the hull around.

Coming alongside the windward side of a pontoon or boat is less likely to damage a boat than with the mainsail up and reduces the chances of missing the target with only a jib for power.

Visual learning

Using simple models in a briefing/debriefing will create a visual understanding of any of the above methods. Back this up with accurate instructor demonstrations (with the students either on the pontoon or sat in the moored boat) to clarify the coaching points and to enhance learning.



Alongside a moored boat is a convenient position to receive feedback



Light wind lessons

It's almost guaranteed that whatever level you're teaching you will get the opposite conditions to those that you actually need. This is particularly frustrating when teaching intermediate and advanced windsurfers as you watch the planing conditions evaporate at the first mention of high wind moves. **Sam Ross**, RYA Windsurfing Trainer, likes to think of this as a blessing in disguise and offers a few ideas to cope with this 'blessing'!

Light winds can offer great opportunities to develop skills in comfortable conditions, allowing our students to succeed more quickly in higher winds.

To come up with your light wind exercise, think in terms of the skill you're teaching rather than the move, and then think where else that skill might appear.

Getting going would seem to be something that we can only teach in stronger winds but if we break it down we are mostly teaching a 'drop and push'. So instead of going through the frustration of trying to get going in less than optimum conditions, we could run a tack exits exercise, or even do some extreme flat water waveriding. Each time use the drop and push to turn the board off the wind and accelerate.

The foot straps are surely for planing conditions only! Think again - the skill of getting into the straps it's mostly about counter balance. Get your students to sail along lifting the front foot up to help develop this skill, or even head up wind and briefly try to liberate the back foot. We can learn a lot about

using counter balance to move our feet but also which point of sail we need to be on to get into the straps.

Waterstarts from the beginning would be pretty tricky but if we go in reverse, not so much. Dragging the front leg is a great exercise and it's amazing how far your students can get in the water while still sailing. Get them to focus on keeping the rig upright and driving their weight down through the boom rather than relying on the wind to keep them in position.

The non-planing carve gybe is maybe our most obvious light wind training exercise for higher wind moves. But if this isn't challenging enough, why not raise the bar by teaching a Cowboy? Your students need to get on the opposite side to the rig and then change the feet and open the rig in quick succession, which will be most like a high wind or even slalom gybe.

So there is still plenty to do when the wind's not blowing and a mix of conditions might be best. Try not to get fixated on the moves and think instead about skills development. Then all your students will need to do is the right skill at the right time!

RYA Youth Windsurfing Scheme Syllabus and Logbook – 2nd Edition

This new edition gives you all the latest advice for the windsurfing scheme, and has been redesigned in line with its sister title - RYA Youth Sailing Scheme Syllabus and Logbook, which was released last year.

Order code: W1

Retail price: £5.99

Members' price: £5.09



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while have fun on the water" *Ali Yates*

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Amanda Van Santen
Chief Instructor, Dinghy & Windsurfing

E-mail: amanda.vansanten@rya.org.uk
Tel: 023 8060 4179

Safe and Fun

New online safeguarding course

This new course is now a requirement for newly qualifying Dinghy, Keelboat, Multihull and Windsurfing Instructors and Senior Instructors and must be completed prior to their instructor training course.

The course provides instructors with an introduction to the subject of protecting children and vulnerable adults in their care, including how to identify and deal with potential signs of abuse or worrying behaviour, how to keep themselves safe and who to report any concerns to. As instructors will generally be working within the structure of an RYA club or training centre, the course assumes there is someone at their organisation with responsibility for safeguarding, and that the instructor will not be working alone to deal with any issues that arise.

If your club or centre offers the relevant instructor training, please make sure that all candidates are aware of this new requirement at the point of booking and don't attend the instructor course without having completed Safe and Fun first. It forms the basis of the safeguarding workshop delivered during the instructor course, so it's important that all candidates complete the course and come with the right level of pre-course knowledge.

Coaches and Trainers must record completion of the course for their instructor candidates in the same way as for other pre-requisite courses such as First Aid and Powerboat Level 2. The instructor record cards have been updated to incorporate the course and are available by emailing dawn.seymour@rya.org.uk.

The safeguarding presentation used by Coaches and Trainers during the instructor course has also been updated and refers to the online course. Part of that presentation is structured around

scenarios introduced in the course, giving candidates the chance to clarify or discuss any areas they are unsure of. In preparation for that discussion, they are asked to write down their thoughts on various aspects of safeguarding and take what they have prepared along to the instructor course.

All Coaches and Trainers have been given access to Safe and Fun and to the new workshop presentation so they can get familiar with the content and prepare for the safeguarding workshop prior to their next instructor course.

In summary:

Coaches and Trainers need to:

- » complete the online Safe and Fun course prior to running their next instructor course
- » use the updated presentation for the safeguarding workshop during instructor courses
- » securely destroy any instructor record cards that do not include a space to record completion of Safe and Fun, and use only the latest record cards.

Clubs and training centres offering instructor courses need to:

- » make instructor candidates aware that Safe and Fun must be completed prior to the instructor course
- » instruct candidates to complete the pre-instructor course work and bring it to the instructor course

Where to find more information:

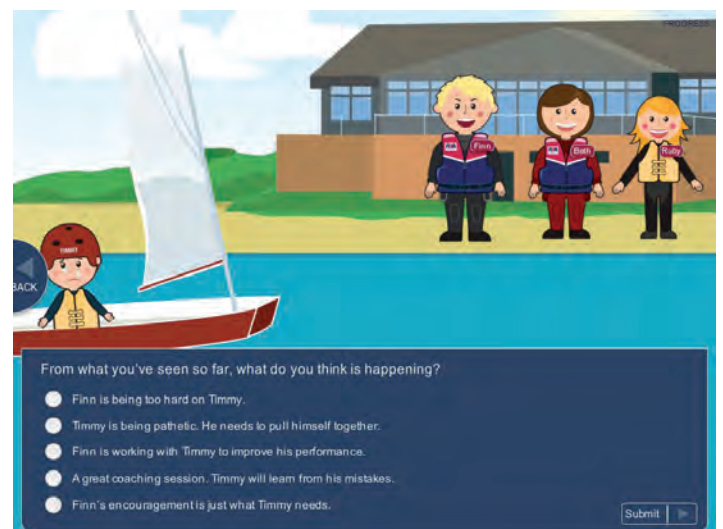
General information and FAQs: [RYA website](http://rya.org.uk).

The list of training centres offering the course:

'Where's My Nearest'.

Information on gaining recognition to offer the course: email interactive@rya.org.uk.

A few examples of screens from Safe and Fun



Will your liferaft sink with the ship?

Often we hear the following quoted word for word from MGN 343 whilst listening to safety briefings.

"The liferaft then starts to float to the surface because of its internal buoyancy, pulling out the painter which is now only connected by the weak link at the end of the painter to the vessel."

However, at many levels if you ask skippers if the Hydrostatic

Release Unit (HRU) is rigged correctly or how the 'weak link' works, there seems to be some confusion. More importantly, consistent feedback from our Yachtmaster™ examiners and training centre inspectors highlights that on many vessels they step aboard, the liferaft and HRU set up is not correct. Yachtmaster exam candidates are consistently demonstrating a lack

of understanding in this area.

Do you know what actually happens when a vessel sinks and at what point the 'weak link' breaks?

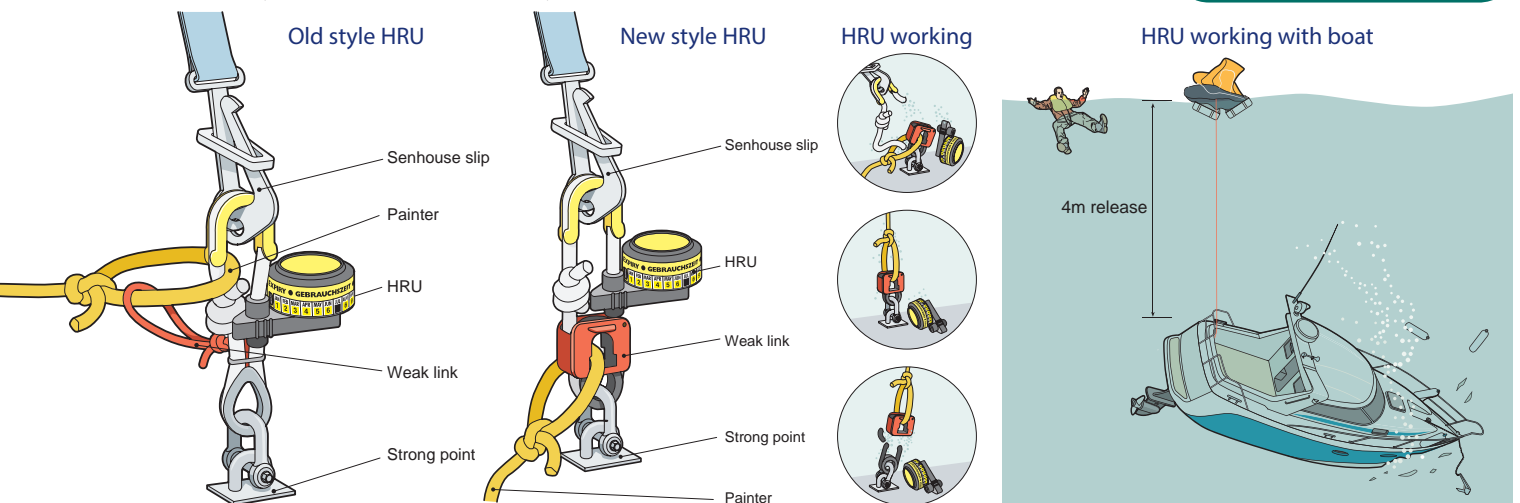
If not, how do you know it is rigged correctly?

MGN 343 covers how a liferaft should be rigged in some detail.

Alternatively the current Sea Survival Handbook (G43) has some excellent diagrams.

Please learn how liferafts are rigged. Pass this knowledge to your students as their instructor and ask questions as their examiner.

If you don't know, come on a Sea Survival course and refresh your knowledge.



RYA Safety Advisory Notice 01 / 2015

[Read online now >](#)

[Download PDF >](#)

LOOK AFTER YOURSELF
The best piece of safety kit you have is you. Keep a clear head so you can react to any situation.
[More information on personal safety >](#)

HAVE A PLAN
Be prepared; think 'what if?'. Have a plan and ensure that your boat is adequately prepared.
[More information on planning >](#)

KEEP IN TOUCH
Have a suitable means of communication on board.
[More information on communications >](#)

KNOW YOUR LIMITS
Keep within your experience and ability. Be honest with yourself and get the necessary training to help you be safe and enjoy more.
[More information on training and courses >](#)

Safety Advisory Notices were introduced in 2014 to raise awareness of safety issues and prevent avoidable accidents.

The 2015 edition, out now, does not replace the 2014 edition but supplements it and raises current issues that all boaters should be aware of.

The latest edition is always available on the RYA website and as hard copy booklet.

Please take time to read the latest information and consider how the information contained in it can be included in your teaching to ensure your students are up to date with current thinking.

Don't forget to tell students where they can find the information for themselves.

Clicking on each coloured panel on the left will take you straight to the relevant section, or you can see the complete Safety Advisory Notice in the Safety Information section of the **RYA website**.

Certificate registration – it's a serious matter!

It is a requirement of recognition that training centres offering powerboat, personal watercraft, inland waterways and practical cruising courses register the certificates that they issue.

Thank you to the vast majority of training centres who are reliably registering these certificates and helping us to maintain an accurate record of these important

certificates. However...

Despite many previous reminders, we are still finding that some certificates remain unregistered.

Be aware that if your centre persistently fails to register these certificates online you are at risk of RYA recognition being suspended or withdrawn.

Please also consider your

students. If you don't register the certificate they have spent time and money achieving, it cannot be validated when they subsequently present it as evidence of their competence. This is a sure-fire way to upset your previously happy customers and deter them from coming back to you!

If uncertainty about using the online registration system

is standing between you and a full set of registered certificates, be assured there is a lot of help available. You can download instructions and FAQs and view a series of help videos on the **RYA website**. If you have tried that but need further help, please email **training@rya.org.uk** and we will be happy to help.

Safeguarding at your centre

The new course

You may have already seen on page 14 that our new online Safe and Fun course is now available. It puts the safeguarding of children and vulnerable adults into the context of our sport and the types of organisations that you run and work at.

The only people required by the RYA to complete the course are newly qualifying Dinghy, Keelboat, Multihull and Windsurfing Instructors and Senior Instructors. However, it is also useful for anyone working with children or vulnerable adults in an RYA environment, either instructing or volunteering.

The management and monitoring of staff training, including safeguarding, is the responsibility of centre principals. If you require your staff/volunteers to complete safeguarding training, Safe and Fun should be a cost effective and easily accessible way of meeting that requirement.

Where to find more information:

General course information and FAQs: **RYA website**.

The list of training centres offering the course:

'Where's My Nearest'.

Information on gaining recognition to offer the course: email **interactive@rya.org.uk**

Safeguarding and Child Protection Policy

The RYA's Safeguarding and Child Protection Policy and Guidelines were updated in January. A key change is that the sample club/centre policy has been moved to the front of the document. This is to provide a clear starting point from which to draw up your organisation's own policy and procedures, using the parts of the RYA's guidance and template documents that are relevant to your organisation.

The guidelines can be downloaded from the Safeguarding Children and Vulnerable Adults area of the website – see the section called **RYA Safeguarding and Child Protection Guidelines**.

Clubs and centres working with children should check that their own policies and procedures reflect the amendments related to changes in legislation or policy:

» The terminology in

the policy statement has been revised.

- » The RYA Instructor Code of Conduct has been replaced with the current (2014) version.
- » If you use self-disclosure forms, you are strongly advised to adopt the wording in the sample self-disclosure form, which has been amended. You should not be asking applicants to disclose all convictions or cautions, only those that would not be filtered under the new guidance.
- » The information on DBS/AccessNI/PVG checks has been updated following changes to

those schemes. There will be further changes to the AccessNI scheme in March/April.

- » The appendix 'What is Child Abuse' has been revised.

In addition the sections on communicating with young people, sources of safeguarding training and handling a disclosure from a child have been expanded and the reporting flow charts have been slightly revised.

If your organisation works with vulnerable adults, we are currently working on a separate set of guidelines with the aim of publishing them very soon.

Posters

Part of an effective safeguarding policy is making sure everyone knows you are committed to providing a safe environment, and letting them know who they should contact if they have any concerns.

Our Safe and Fun posters can help you spread the word and can be downloaded from the **RYA website**. Printed copies are available on request from our Safeguarding Co-ordinator: **jackie.reid@rya.org.uk**.



Cheeki Rafiki update

May 2014 saw the very sad loss of the yacht Cheeki Rafiki and her four crew, while on delivery from the Caribbean to the UK. The upturned hull of the Beneteau 40.7 was located (but not recovered) with the keel missing but no sign of the missing crew was found.

The Marine Accident Investigation Branch (MAIB) has conducted a thorough investigation into the events leading up to the loss of the vessel and her crew, as well as cataloguing the search and rescue effort. The RYA has assisted in the investigation and the final report will soon be released to the public. While we cannot reference the draft report directly, the investigation did highlight an opportunity for us to raise awareness of one particular issue.

The investigation has identified three potential causes of the failure of the keel to hull attachment:

- › A structural failure in the keel to hull attachment.
- › Hitting a submerged or semi-submerged object while on passage from the Caribbean to the UK.
- › Damage to the keel to hull attachment caused by the cumulative effect of groundings over the life of the vessel.

This list is in no particular order and it is unlikely we will ever know what caused the keel to separate from the hull of Cheeki Rafiki, causing the yacht to invert within seconds and leaving the crew with little chance of survival. With no keel or hull to examine forensically the cause of the failure will, I suspect, always remain a matter of speculation.

However, in the course of the investigation the MAIB interviewed a number of sailors (racers, cruisers, instructors and examiners) to gain an insight into their attitudes towards groundings.

When asked 'What constitutes a hard grounding?' responses ranged from, 'If no-one falls over or is injured it is not a hard grounding' to 'If you don't have to pull the boat out of



the water it is not a hard grounding.' Other comments included 'If you don't touch the bottom every now and then when you are racing you just aren't trying' and one from an examiner who indicated that grounding during an exam was an important way of assessing a candidate's abilities.

Time has marched on. Once upon a time yachts were built around the keel with the keel being an integral part of the structure of the vessel. There is a reason why vessels were traditionally built from the keel up. As technology progressed and materials and design skills developed, keels became a little shorter and ultimately a little deeper. We progressed from full length keels to fin keels and ultimately to very slender keels with a very small attachment point to the hull and a very large lead bulb at the bottom. Some of these are canting keels as well. The impact of this is that the stresses on modern keel to hull attachments are very different to what they once were.

On Cheeki Rafiki the construction was a bonded matrix whereby the hull is laid up and a matrix is inserted into and bonded to the hull to provide strength. The keel, with a very narrow attachment point, is then bolted to the hull. This method of construction is used by many manufacturers.

As construction and design has evolved substantially, we need to ask ourselves whether our attitudes and instructional techniques have kept pace. Allowing a long keeled boat to ground in silt, mud or sand in a controlled way may well be deemed an acceptable risk owing to the nature of the yacht's construction. Can the same be said of a Beneteau

40.7 or vessels of similar design?

We spend a huge amount of time teaching students how to avoid running aground. We teach them to navigate, we teach them pilotage, we show them how to calculate tidal heights and we do all we can to ensure that they develop good situational awareness, to avoid groundings and collisions. It seems somewhat contradictory to then encourage or allow a grounding during a course or exam.

Let's not throw our hands in the air and panic. Boats will continue to ground so as long as we continue to go to sea. What I am suggesting is that as instructors and examiners we carefully assess the risk associated with any potential grounding before deciding to allow it to occur. Factors such as sea state, lee shore, state of tide, bottom composition and boat speed should all feature strongly in our assessment. Most importantly, the design and construction of the vessel should play a major part in that decision.



Allow me to be blunt. Grounding in a controlled manner at low speed on a known 'soft bottom' in a long keeled or fin keeled boat may well at times be seen as acceptable. Conversely, it is never a sensible idea to ground a vessel of bonded construction with a bulb keel intentionally. Ensuring your students understand these differences should be an important part of your teaching process on any course.

It is also important that keel to hull attachments are checked on a regular basis and it is helpful to involve students in this process. Where bonded construction is present there should also be an inspection of the integrity of the bonding between the hull and the matrix to ensure that it has not deteriorated. Where there is any doubt at all, a qualified surveyor should carry out an inspection.

We are not saying that boats should never ground. It is about being more intelligent in deciding whether a vessel should be allowed to ground in the given circumstances. It is also about students being properly informed about that decision making process so they may develop the judgement to make good decisions. We should also pay close attention to the condition of our keel to hull attachments, particularly in vessels of more modern design.

Has your attitude towards grounding kept pace with the developments in yacht design, or are you oblivious to the changes in keel attachments over the last three decades?

RYA Training Conference

For dinghy, windsurfing and power schemes

First of all a big 'thank you' to Arthur J Gallagher, formally known as Gallagher Heath, for their continued support. The conference was once again a big success with fantastic feedback on the new venue, format and the buzzing atmosphere. Without Arthur J Gallagher's support it would most definitely be a very different weekend.

A slight change in agenda saw the inclusion of CPD workshops to encourage personal development on the Sunday, covering topics such as navigation, weather, coaching conversation and converting participants.

Guest speakers gave presentations on a selection of thought-provoking and informative topics: Penny Tranter – Weather; Andy Wright – Navigation;

Arthur J Gallagher/RYA – Duty of Care; Adam Bowers – Rig Tuning; Clive Grant – Coaching Conversation; Ed Stevens – Engine Performance and Tim and Sue Cox – Staff Training.

RYA staff presented scheme updates and an array of themes including Green Blue, Sport Development and Legal, with discussion workshops providing delegates with an opportunity to debate important issues and training scheme direction.

Pre-dinner speaker Natasha Lambert, accompanied by RYA Coach, Phil Devereux, provided an inspiring insight into Miss Isle, the 'Sea and Summit' challenge. We

also heard about new ventures on the horizon, helping to encourage and promote accessibility to all within sailing.

Huge support was once again received from our exhibitors, including some fantastic raffle prizes! Thanks go to Hartley Boats, RS, Laser, Spinlock, Severne, Tushingham/Starboard, OTC, Total Option, Yamaha, Suzuki, Personal Watercraft Partnership and Duke of Edinburgh Award.

We do hope all who joined us over the weekend enjoyed the conference, and thanks for your continued commitment to RYA Training. A full conference report can be found at www.rya.org.uk.

RYA Yachtmaster™ Scheme Instructor Handbook



This long awaited second edition is aimed at instructors teaching sail and motor cruising courses within the RYA Yachtmaster™ Scheme. Instructors will benefit from the guidance and information on communication, coaching/instructing techniques, and course planning, while those new to the scheme can find out how to qualify as instructors for practical and shorebased courses.

Currently out as an eBook, we aim to have printed copies available for the summer 2015.

Order code: e-G27

Retail price: £8.49

Members' price: £7.22



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Encouraging participation

On average 240,000 people take some form of RYA training a year, but have you ever wondered what happens to your students once they have left you? How good is your sales pitch and do you manage to convert your newcomers into long term participants?

Here are a few ideas to make sure you don't miss the window of opportunity to make this happen.

Get your introduction nailed – The Taster Session

As well as being a skilled instructor, you are a salesperson for your training centre. Providing the ultimate introduction to a sport is vital, but a challenge in itself. You need to ensure the first experience your students receive is motivating, informative and fun, providing a showcase for the sport. Then, once people are hooked, encouraging them to carry on is easy, right?

Holiday sailors

As an instructor for a holiday company you are responsible for providing a high proportion of people with their first introduction, whether it's in powerboating, sailing, motor cruising or windsurfing. You play a crucial part in encouraging them to continue in the sport when they get home. With a staggering percentage choosing **not** to continue at home, their destiny is in your hands!

Instructors at holiday companies have a significant part to play in encouraging longer term participation. It's too easy to teach a group and say goodbye at the end of the week, while watching the next coachload arrive!

What is your sales pitch?

Strike up the right conversation, ask the right questions and filter your information! Try to find out what your students want to do and where, but avoid overloading them with information. Just like our teaching strategy, keep it short

and simple – KISS! Remember we want to maintain their enthusiasm, so accessibility, time, ability and location are all key considerations.

Don't be afraid to ask others if you don't have the answers yourself. Your colleagues may have a wealth of knowledge and experience that you can benefit from. They can probably help with advice on different locations, where to go on holiday, suitable kit to buy etc.

RYA certificates and logbooks

Issuing RYA certificates provides an instant feeling of success. But surely adults don't need certificates...Wrong! Just like children, adults love the feeling of achievement. Our certificates and logbooks provide a reminder of how much they enjoyed their experience, as well as an insight to what's next and how to find out more information.

Taster certificates are specifically designed to add a sense of achievement no matter how short the introduction, and they help to inspire and encourage newcomers. Did you know they are free to all RYA training centres running RYA dinghy and windsurfing courses?

Promotional material

In-centre publicity provides a great opportunity to promote courses and training to visitors, groups and individuals. Ensure your centre's materials are up to date by using the new RYA training pathways available on www.rya.org.uk/go/training-posters.

Feedback from students tells us what a fantastic experience they have had, and that you have 'sold the dream', but often they are unsure about where to gain more experience or what to do next. Your centre probably has a mailing list which you can use to send monthly newsletters or emails to keep sailing on their mind. A clear route to your website or information they can take away with them showing what they could do next will help even more.

RYA website

We have two searches on our website **Where's My Nearest** and **Which Course**. Where's My Nearest will help those who know what they want to do next find the best location, whereas Which Course will help them decide which course they should move on to next. These are great for those returning home having taken a course elsewhere.

UK regional support

In the UK, the RYA Sports Development regional team works to promote and encourage grassroots participation in sailing and windsurfing.

If you're not part of our regional framework, don't switch off here! The market segmentation work carried out by Sport England, has lessons to be learnt by everyone and can be found [here](#).

Wherever you work, make sure you are doing all you can to



encourage ongoing participation for your centre and for the sport as a whole. Check up on yourself by asking a few simple questions:

- » Have I captured my students' enthusiasm?
- » Do my students leave knowing how to progress and what they might do next?
- » Have I given them the information they need to carry on?
- » Are they aware of their local clubs or training centres?

Posters

These A5 leaflets explain each training scheme, the progression through the courses and any relevant supplementary courses that could enhance the student's learning.

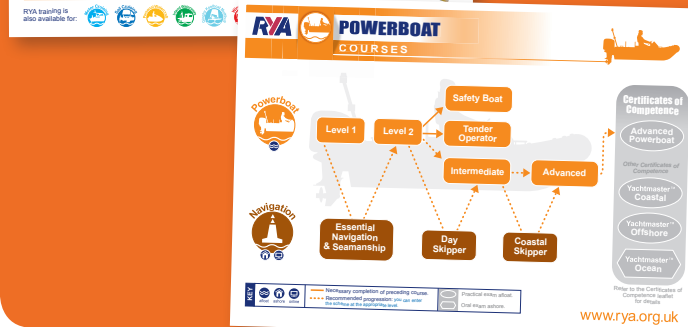
On the front of each is a clear graphic showing the pathway through the scheme, while on the reverse full details of all courses in the scheme are given. These are great for giving to your students to explain their

first or next steps at your centre.

Download from www.rya.org.uk/go/training-posters

They can be printed as A5 or A4 colour posters.

Course	Assumed knowledge	Course content	Ability after the course	Minimum age	Minimum sex
Level 1	None	Boating safety, boat handling and basic theory	A basic understanding of seamanship	1 day	8
Level 2	None	Crew operators boat handling, VHF radio, man-overboard, man-overboard recovery and collision regulations	Ability to handle a powerboat in familiar waters by day	2 days	12
Intermediate	Boat handling to Level 2 standard with an initial assessment	Daytime navigation skills, passage planning, use of plotting instruments, VHF and electronic navigation	Ability to navigate a powerboat on coastal passages by day and night	2 days	16
Advanced	Boat handling to Intermediate standard, VHF radio, collision regulations	Stoppage techniques for coastal and offshore passages	Ability to navigate a powerboat on coastal passages by day and night	2 days	17
Safety Boat	Powerboat Level 2 certificate required	Necessary techniques for rescue, boat and fleet management	Ability to provide safety cover in a variety of boating environments	2 days	16
Tender Operator	Powerboat Level 2 certificate required with Coastal endorsement	Passenger safety and control, day and night, VHF radio, emergency situations	Ability to carry out short trips to shore transfers by day and night	2 days	17



Childcare vouchers – an opportunity for training centres

For many centres school holiday and after school clubs provide useful additional income and, for many parents, are an invaluable resource for keeping children occupied and happy during the holidays. The added advantage is that many providers accept Childcare Vouchers as part or whole payment.

For those unfamiliar with Childcare Vouchers, they are available to most parents, allowing them to buy vouchers via their salary before tax or National Insurance deductions, reducing the amount of tax they pay. The vouchers can be used towards school holiday care if the provider is eligible to accept them.

Until now it has been fairly difficult for training centres to become eligible to accept the vouchers, and therefore open the door to a wider audience. If you have looked into this before and believed it to be too difficult, please reconsider!

The process is now far more feasible, and we are able to support a fairly easy route for centres to be able to accept the vouchers. Your activities need to be for 8 to 16 year olds, but can be for any courses you hold RYA recognition for.

There are three things you need to do before you can accept Childcare Vouchers:

1. A key member of staff must take a two-day Paediatric First Aid course (or one-day classroom course plus an eLearning module)
2. Training in the Core Common Skills (one-day classroom course or an eLearning module)
3. Registration on the Voluntary Ofsted Register. It's an easy, online form, which takes approximately 10 minutes to complete.

The rest of the requirements are implicit in your RYA recognition.

For further information contact dawn.seymour@rya.org.uk or amanda.vansanten@rya.org.uk.

Weather for Sailors

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.

- » **Weather for Sailors (global):** covering the full syllabus, this course is aimed at RYA Yachtmaster™ Instructors and those teaching RYA Yachtmaster™ Ocean courses.
- » **Weather for Sailors (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,



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.

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).

Help us to help your students

Each year the RYA Certification Department issues more than 60,000 certificates, including Yachtmaster™ Certificates of Competence, Instructor Certificates, Short Range Certificates and many more. For that volume of work, the department is a relatively small but very hard working team, and are creaking under the pressure.

We ran a survey over the month of December to determine the cause of this pressure. The results were quite surprising! Here is a quick summary of our findings, showing the most common problems which either delayed or prevented the issue of certificates:

Yachtmasters:

60% of Yachtmaster™ report/ application forms had problems. The two most common problems were:

- » centres trying to charge the fee to their credit account even though they were either over their credit limit or had no account in the first place
- » pre-requisite certificates were either missing or out of date.

Short Range Certificate:

31% of applications had issues with the top two problems being:

- » centres trying to charge the fee to their credit account even though they were either over their credit limit or had no account in the first place
- » Incomplete applications (missing information, no photo, no exam date etc).

If you are an Examiner or Assessor please help us!

Every application that has something wrong with it leads to a delay for the exam candidate and a disproportionate amount

of extra work for our Certification team.

Please check every application you submit. The enclosures required are shown on the form so check them all off before you put the form in the post to us. If your training centre account is either unpaid or over the limit we will be unable to process any further charges to your account.

The problem is now on such a large scale that we need to start returning any deficient forms to the sender, therefore delaying the examiner payment to you and the issue of the certificate to the student - potentially converting one of your happy customers into a very frustrated customer.

Please consider how the passport office or DVLA might deal with this. We want to be a friendlier organisation, but may have to take a leaf out of their book!

RYA Yachtmaster™ Scheme Syllabus and Logbook

This new book combines the Sail and Motor Cruising Logbooks, G15 and G18. It provides detailed information about the structure and content of the practical and shorebased courses within the RYA Yachtmaster™ Scheme.

- Order code: G158
- Retail price: £6.49
- Members' price: £5.52



When I grow up...

Many of us fell into our career in watersports almost accidentally, as Amanda Van Santen (RYA Chief Instructor for the Dinghy and Windsurfing schemes) knows well: *'I never set out to be a watersports instructor. In fact my school careers advisor was set on women being nurses, teachers and librarians, so when university didn't quite work for me, 'zero to hero' training pretty much saved my life!'*

Now that we're in the industry, what can we do to help others wishing to follow a career in our diverse and challenging industry?

In a recent RYA Magazine we looked at the amazing opportunity UKSA are providing to young unemployed people looking for training and career breaks (see their [website](#)).

With the Government working hard to reform and reduce subjects which they feel lack career prospects, including the maritime industry, we need to work together to support those still in education and looking at our industry as a possibility.

Recent work with the London Nautical School, provided me with an opportunity to spend time looking at the delivery and prospects of BTEC courses, and how they can provide a perfect route for young people who wish to follow careers in the maritime sector.

Vocational courses lend themselves well to our environment, providing a more hands-on approach that other further education options tend not to offer. There are a number of colleges and further education establishments offering BTECs in subjects such as outdoor activities, which provide an introduction and insight into the prospects the maritime industry has to offer.

The current Level 3 BTEC is not affected by league table measures of schools and academies so, if your sailing centre has a sixth form college nearby, why not ask them to consider offering it? The benefit for the college is that it attracts motivated students to come and study. London Nautical School sees students commuting long distances because they can gain sailing qualifications at the same time as A-Levels.

To ensure these courses have credibility within our industry one fundamental criterion is the integration with national governing body qualifications such as the RYA's.

The London Nautical School is a local education authority school in inner London, yet every student taking their Level 2 and 3 Sailing BTECs is automatically provided with RYA logbooks and put through various RYA certificates as they progress through the school. The courses are funded and timetabled in exactly the same way as any other A-Level or BTEC course.

For some students, being able to gain sailing qualifications alongside mainstream A-Levels/BTECs means they can follow a career in watersports. For others it is a passion they are able to pursue, which enables them to volunteer or work as an instructor at weekends or during university breaks.

Perhaps the biggest draw for students on these courses is the critical skills shortage in the shipping industry. This means shipping companies are fully sponsoring students to study

maritime degrees and HNDs.

James Bullar of the London Nautical School explains *'The proof is in the pudding...There are currently four ex-Nautical School students studying at Southampton and two at South Shields Marine School, all with no tuition fees to pay and guaranteed jobs. Ex-LNS student and competitive dinghy sailor, Oliver Scott, is currently in the Caribbean on a cruise liner as part of his Southampton University Warsash training.'*

'By working in partnership with the school, centres can access funding opportunities for essentials such as new boats. Last year London Nautical School raised £25,000 for a new wheelchair accessible rescue boat. This is freely available to the watersports centre that the school uses, when the school is not using it to teach from.'

There is a new Level 2 Maritime BTEC being developed at the moment, designed to meet the criteria for inclusion in the Department for Education's list of high value vocational qualifications, and therefore counting in league tables. The aim is to evolve the existing Level 2 Sailing BTEC still being taught by schools. There are a number of hurdles to jump before it can be offered, but it has already gained wide industry support.

Many of our centres have linked with nearby colleges to embed RYA and other national governing body qualifications into BTEC courses, to ensure they are fit for purpose, increase job prospects and boost the industry. Could this be something your centre could offer and support?

Excitingly, two students from London Nautical School, who recently assisted the RYA with 'National Careers Week' promotions, Adam and Alyce, have received full



Jobs for instructors

Since we moved our Instructor Jobs Page from [Wavelength](#) to the website at the end of last year, it has gone from strength to strength. The main benefit of this move is that it is always up to date and has more potential to be seen at the right time by the right people.

It's cheap and easy for centres to submit adverts for the People Wanted page. The page is primarily for advertising jobs for qualified instructors but can also be used to recruit other support staff in relation to the RYA training that you offer.

Instructors looking for work can also offer their services via the People Available page. This is a great low cost way of teaming up the right people with the centres that need them. Viewing of that page is restricted to training centres that are logged into the site.

If you want to advertise a job or your services as an instructor, take a look at the [How to advertise](#) page.



grant-funded Maritime Degree places through Trinity House. Our congratulations go out to them both, wishing them the best of luck for their future. It just goes to show, sailing at school really can change lives!



Exclusive benefits for our instructor members:

- » Brand new benefit from Ocean Safety on the RYA instructor branded Kru Sport Pro lifejacket.
- » Discounts on Musto, Bolle, SLAM, OverBoard, Ocean Safety, Gill, OUREO Merino, Sebago, Exposure Marine torches, Nipper Skipper and Spinlock 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.

Joining Point just got even better!

Double commission throughout April

We are offering our Joining Points double commission on all RYA members recruited in April 2015. That means you can receive £20 for every family membership or £15 for every personal membership you refer.

The double commission will automatically be applied to your account in July's payment. All you need to do is tell your customers about the benefits of RYA membership and get them to sign up. It's that simple.

Email joiningpoint@rya.org.uk with your Joining Point reference number or the name of your organisation to receive membership forms and posters.

Not yet a Joining Point?

The scheme provides a quick and easy way for training centres registered as RYA Joining Points to encourage their customers to join the RYA and experience the many great benefits of membership. As a thank you for spreading the word about RYA membership, Joining Points

receive a commission for each member recommended.

Each Joining Point pack provides the club or centre with the possibility of earning up to £1,000 in commission depending upon the number of members signed up. Commission is paid quarterly and the amount depends upon they type of membership signed up to.

Signing up as an RYA Joining Point is completely free and easy to do. Simply email joiningpoint@rya.org.uk to get started.

For more information visit www.rya.org.uk/go/joiningpoint.



New RYA instructor branded Kru Sport Pro lifejacket

The RYA and Ocean Safety have teamed up to offer RYA instructor members an exclusive branded Kru Sport Pro lifejacket.

Along with many quality and security features the ISO 12402-3/6 Kru Sport Pro lifejacket has been especially designed with killcord connection loops in support of the RYA's 'Think Kill Cord' campaign.

- » The lifejacket also features:
- » a transparent cylinder inspection window within

- the pocket
- » UM Pro Sensor dual indicator firing head
- » 180N buoyancy for quick in-water turning speeds

Save money!

RYA instructors receive a 38% discount off the price of the Kru Sport Pro lifejacket and it is supplied with a free AQ40L lifejacket light. To receive your discount simply visit www.rya.org.uk/go/instructormembership



What will you be doing?

Thank you to all clubs and centres that have signed up and registered events for RYA Push the Boat Out 2015.

For the first time ever, RYA Push the Boat Out will be running over nine days, giving even more people the opportunity to experience sailing and windsurfing across the UK.

Find out more information at www.rya.org.uk/go/PTBO

Wanted - Training Committee Members

Due to recent retirements, the Training Committee has two vacancies. The Committee is the policy making body for the Training Department and works closely with its Manager and staff.

We are looking for committee members with a variety of skills and knowledge in all aspects of the Training Department. If you are interested and would like to find out more please send your expression of interest to the Training Committee Chairman, care of annie.lawler@rya.org.uk



It's more than just learning to sail

The Horizons Children's Sailing Charity has been working with disadvantaged and disabled children from the inner city communities of Plymouth for over 20 years, enabling over 1,000 children each year to engage with sailing activities. **Andrew Eccleston**, trustee and volunteer for the charity, explains how RYA training can make a huge difference to the lives of those children.

Horizons provides learning and educational opportunities that can help increase self-confidence and improve social and practical skills through the experience of water-based activities. Many of our children have to face the daily challenge of physical disability, social deprivation or learning difficulties. Many come to us via disability support groups and we rely on a team of volunteers – some of whom have professional experience of supporting young people with additional needs. Our aim is to provide them with a safe environment to escape from their problems and add to their skills.

We are an RYA recognised training centre with Sailability accreditation too. Over the years we have built up a small fleet of boats suited to our needs, which we operate and maintain ourselves. We have Picos, Bahias, Vagos and Hawk 20s as well as two RIBs as safety boats.

Many of our children and volunteers have successfully completed RYA dinghy courses



from absolute beginners up to Assistant Instructor level, as well as first aid, powerboat and other qualifications. For the children, these are a great addition to what they learn at school and helps them to build a range of skills and raise aspirations.

We recently recruited a trustee/volunteer who is also an RYA Shorebased Instructor so we have been able to extend our winter activities programme to include theory courses.

Most of our sailing takes place in Plymouth Sound and the River Tamar, so our students have direct experience of a wide range of navigational scenarios in an

area which is dominated by tidal conditions and some interesting weather - not to mention frequent movements of Royal Navy vessels! This makes the Essential Navigation and Seamanship course a perfect complement

to the water-based training that Horizons provides. The course is pitched at exactly the right level and is achievable by those who may find it difficult to fully engage with conventional lessons in school. We believe that relating classroom theory to their real experience on the water also helps these children with their wider academic progress.

Some of our youngsters and adult volunteers have the opportunity to extend their sailing experience with other local groups and partner organisations, so we aim to have our first candidates for the more challenging demands of RYA Day Skipper Theory soon!

A fond farewell to Andy Hooper

After more than nine years working in the Sport Development department, Andy has made the decision to move on and grow his photography business.

Andy has been instrumental in the growth of the South and South East regions as their Regional Development Officer. One of the many successes has been the creation of the Instructor Training Day package. This package updates individuals on best practices as well as increasing both the skill and knowledge of more than 250 instructors,

ensuring the messages can be passed throughout the regions so that more people enjoy a safer summer on the water.

Over the years Andy has forged some excellent relationships with individuals, clubs and centres and he will be sorely missed by those who have had the pleasure to work with him.

The RYA wishes Andy and his family all the success in the future for his new business venture. We are sure that he will continue to be a character in many of the sailing clubs along the south coast.

Regional contacts

For CPD days, instructor courses, coach or trainer sessions, please contact your RDO direct for further details.

East

Robbie Bell **07747 563298**
robbie.bell@rya.org.uk

Scotland

Pam Scott
pam.scott@rya.scotland.org.uk

Midlands

Gareth Brookes **07876 330136**
gareth.brookes@rya.org.uk

Wales

Ruth Illiffe **07824 990696**
ruth.illiffe@welshsailing.org

North East and Yorkshire

Sam Usher **07747 534527**
sam.usher@rya.org.uk

Channel Islands

John Elliott **07781 125526**
elliott@cwgsy.net

North West

Adam McGovern **07771 642933**
adam.mcGovern@rya.org.uk

Army

Clive Grant **07768 925678**
IIX-ASACoach@mod.uk

South and South East Thames Valley and London

Steve Mitchell **07748 804802**
steve.mitchell@rya.org.uk

Jon Metcalfe **07768 988258**
jon.metcalfe928@mod.uk

South West

Tony Wood **07876 330374**
rdo.ssw@rya.org.uk

Navy

Wayne Shirley **07786 702143**
rnsailingmanager@gmail.com

Northern Ireland

Mary Farrell **07919 923018**
mary.farrell@rya.org.uk

RAF

Paul Wilson
coach@dinghy.rafsa.org.uk

Sea Cadets

Tye Shuttleworth **07920 767933**
tshuttleworth@ms-sc.org

For courses in your area, please click here.