

RYA Wavelength

keeping RYA instructors and coaches in touch

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Si Crowther

Dates for the Diary

October to November 2016: Affiliated Clubs Conferences See page 25

21-22 January 17: RYA National Training Conference,

28-29 January 17: RYA Raymarine Yachtmaster Instructor Conference

18 February 17: RYA Sailability National Conference, Wyboston Lakes, Bedfordshire

13-23 May 17: Push the Boat Out

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Training Committee vacancies

Due to recent retirements the Training Committee has two vacancies.

The committee is the policy making body for RYA Training and works closely with the Director of Training and Qualifications and staff within RYA Training. The department has a wide brief which includes delivering both the shorebased and practical training schemes and ensuring that they remain up to date. It also manages

and administers recognition for all RYA Recognised Training Centres to ensure they maintain the standards required through annual inspections. More recently RYA Training has taken on the development of eLearning.

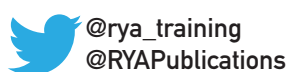
Members of the Training Committee serve for a fixed term and due to recent and impending retirements, we need to recruit two new members. Committee members are selected on the basis of

competency in specific boating disciplines to ensure we maintain representation across the entire range of RYA training schemes. If you feel you have the relevant skills and knowledge to add value to this important body, and in particular have experience in the sail and motor cruising schemes, RYA shorebased instruction or large commercial yacht experience, we would like to hear from you.

The Training Committee meets

three times per year, usually in Hamble. We would anticipate the selection process lasting several months while we ensure we canvass our very broad instructor base. Previous applicants are welcome to reapply.

Please email expressions of interest including a brief summary of your boating and RYA instructing background to michelle.weston@rya.org.uk for the attention of the Training Committee Chairman.





Tidal syllabus to be included in all Day Skipper and Coastal Skipper practical courses

Reference: TN 10-16

Issue date: 1 January 2017

Applies to:

- » RYA Recognised Training Centres offering practical sail or motor cruising courses
- » Yachtmaster and Cruising Instructors

Detail

From 1 January 2017 there will no longer be separate tidal and non-tidal syllabi and certificates for Day Skipper and Coastal Skipper practical courses. In addition, sail and motor cruising training centres will no longer be identified as either tidal or non-tidal centres.

The new combined syllabi will ensure that all candidates will at the very least have covered the concepts of boat handling, navigating and pilotage in areas with streams, currents and significant tidal range. Wherever possible the syllabus should be

delivered practically. If this is not possible, it must be covered theoretically.

New RYA Day Skipper and Coastal Skipper practical certificates will be available in 2017 with the tidal/non tidal text removed.

From 1 January 2017, centres still holding a stock of the current certificates may continue to use them, crossing out the tidal/non-tidal option at the time of issue.

Students who have previously completed a non-tidal course will still need to complete a two-day conversion course to cover the tidal syllabus if they

wish to receive a certificate which does not show the non-tidal endorsement.

The G158 Logbook will be adjusted to reflect the changes.

This does not affect the pre-requisites for the RYA Yachtmaster Coastal or Yachtmaster Offshore Certificate of Competence, both of which will still need to complete at least 50% of the minimum qualifying mileage in tidal waters.

[View notice](#)

ePacks now available for RYA Power Schemes Course Packs

Reference: TN 11-16

Issue date: April 2016

Applies to:

- » RYA Recognised Training Centres recognised to run RYA Power Scheme Courses

Detail

ePacks are now available to order from the RYA for the following courses:

- » RYA Level 2 Powerboat Handling Course
- » RYA Inland Waterways Helmsman's Course
- » Personal Watercraft Proficiency Course

It is not compulsory for centres to offer ePacks to their students. However, centres opting to offer ePacks must give their students the choice of how they wish to receive their course pack – as an ePack or as a printed pack.

Before ordering ePacks, please read:

Training Guidance TG 15-15 Using ePacks for Courses for a full explanation of ePacks, how to use them, what you will need to tell your students and the level of support that you will be required to offer.

Further Training Notices will be issued as ePacks become available for other courses.

ePacks will not become available for all courses due to the nature of some materials not being suitable for a digital format.

Ordering ePacks

ePacks can be ordered by contacting the RYA quoting your

training centre's account number:

Tel: +44 (0)23 8060 4132 (0900-1700 Mon-Fri UK time)

email: orders@rya.org.uk
 Order codes:

- » E-PBPP - ePack for RYA Level 2 Powerboat Handling Course. Cost £10.25
- » E-IWCP - ePack for RYA Inland Waterways Helmsman's Course. Cost £11.75
- » E-PWCP - Personal Watercraft Proficiency Course. Cost £9.75

See also:

- » **TG 15-15** Using ePacks for Courses

[View notice](#)

Removal of tidal/non-tidal and coastal/inland distinction from RYA Sailing, Windsurfing and Powerboat Instructor qualifications

Reference: TN 12-16

Issue date: 1 August 2016

Applies to:

- » RYA Coach Assessors, Windsurfing Trainers, and Powerboat Trainers
- » RYA Instructors within the Sailing, Windsurfing and Powerboat Schemes
- » RYA Recognised Training Centre Principals and Chief Instructors
- » RYA Centre Inspectors

Detail

From 1 January 2017 there will no longer be tidal/non-tidal or coastal/inland endorsements, or differentiation for RYA Instructor qualifications within the Sailing, Windsurfing and Powerboat schemes.

All instructor training delivered must cover all aspects of the syllabus irrespective of location, including basic tidal and navigational awareness to an appropriate level, and as outlined in the appropriate instructor training course syllabus. Wherever

possible the syllabus should be delivered practically and, if not possible, it must be covered theoretically.

Instructor certificates will be changed to reflect this and will be issued from 1 January 2017 to newly qualifying instructors. Instructors who are already qualified will receive the new style of certificate when they next revalidate.

As referenced in the RYA Recognition Guidance Notes, it is the Principal's responsibility to ensure all staff have received

appropriate briefing, debriefing and regular site-specific in-house training for the centre's operating areas and procedures.

Course completion certificates will continue to be issued as tidal/non-tidal or coastal/inland, according to the course being offered and the location of the training centre.

Please note: Further guidance will be issued to the relevant people shortly.

[View notice](#)

Change in revalidation process for RYA appointment holders

Reference: TN 13-16

Issue date: 1 September 2016

Applies to:

- » RYA Coach Assessors, Windsurfing Trainers, Powerboat Trainers, Personal Watercraft Trainers, Inland Waterways Trainers, Cruising Instructor Trainers and Yachtmaster Instructor Trainers

Detail

As of January 2017, the revalidation process for RYA appointment holders will require attendance at an appropriate RYA national training conference. These would typically be those organised by RYA Training and do not include regional workshops or conferences. This additional requirement has been put in place to maintain active engagement with the RYA and its training schemes, ensuring the currency and immersion in RYA updates of its key appointed ambassadors.

Conference attendance must be applicable to the

appointment held. If more than one appointment is held, attendance will be required at each applicable conference. For example, a Coach Assessor who is also a Yachtmaster Instructor Trainer, must attend both conferences within the five year appointment cycle.

With RYA training schemes increasingly in demand globally, it may be possible for an appointee to attend an RYA conference outside the UK. This must be approved by RYA Training in advance.

From January 2017, the process for RYA appointment holders to be considered for revalidation will be as follows:

1. Attendance at an RYA practical revalidation every five years
2. Attendance at the National Conference appropriate to the RYA appointment held, within the five year revalidation period (see below)
3. Compulsory activity requirement within the five year appointment period (see below)

Compulsory activities

Sailing Schemes	Delivery of two instructor courses (not moderations or endorsements) and one Sailing Scheme course
Windsurfing Schemes	Delivery of two instructor courses (not moderations or endorsements) and one Windsurfing Scheme course
Power Schemes	Delivery of at least one instructor course (not moderation)
Cruising Schemes	Delivery of at least one instructor course (not moderation)

Acceptable conferences

RYA appointment holders in the Sailing, Windsurfing and Power Schemes	RYA National Training Conference
RYA appointment holders in the Sail and Motor Cruising Schemes	RYA Yachtmaster Instructor Conference

Regional conferences, Instructor Training Days and events such as Boat Shows and similar will not be accepted.

[View notice](#)

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



RYA Training



@rya_training

Training Guidance

Major incident planning (revised)

Reference: TG 14-15 (revised)

Date: April 2016

Applies to:

- » RYA recognised training centres
- » RYA affiliated clubs

Summary of changes:

- » the need to contact the RYA as soon as possible for advice and support

- » the addition of an Emergency Response Card Template on the final page

[View full guidance](#)

Additional waterbases under one RYA recognised training centre

Reference: TG 18-16

Date: February 2016

Applies to:

- » RYA recognised training centres offering the dinghy, windsurfing, powerboat and personal watercraft schemes

Replaces:

- » Section 1.2.4 of Recognition Guidance Notes, version 2 (amended)

Summary:

- » Clarification of the criteria for allowing recognised training centres to run additional waterbases under their existing recognition.

- » Examples of acceptable and unacceptable proposals for additional waterbases.

[View full guidance](#)

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

wavelength@rya.org.uk



Being creative with tides

While RYA training schemes have evolved over the years to cover many eventualities, with courses delivered in almost 50 countries, there will always be influences over conditions which cause local anomalies. **Vaughan Marsh**, RYA Chief Instructor for Sail Cruising, explains how to use local conditions and imaginative explanations to convey the theory and practice of tides, wherever you are.

If you take a course in South Africa, you are likely to understand heavy weather sailing, as 35 knots and significant swell is commonplace in the summer months. If you take the course in the Mediterranean you will certainly know about Med mooring and may have operated in areas with little movement of water – unless you are somewhere like Venice with significant tidal streams. The ability for students to choose a training area which may match or be completely different to their usual cruising area is a good thing. But the concept of having separate syllabi for courses in tidal and non-tidal waters has become dated.

As a fellow instructor, I wanted to share some ideas for how to approach teaching the Day Skipper and Coastal Skipper courses once we no longer differentiate tidal from non-tidal courses.

Before we dig into this, it's worth clarifying what is actually happening. The tidal and non-tidal

syllabi will be combined to ensure students receive exactly the same content regardless of where they take their training. So, no matter where a student completes their practical course, they will have instruction and the opportunity to discuss and, where possible, practice the following boat handling skills in moving water:

- » passage planning and passage making in tidal areas
- » the intricacies of Med mooring
- » when anchoring, manoeuvring alongside or onto buoys, students are able to assess the elements and select the correct approach and sail plan.

This change only affects the Day Skipper and Coastal Skipper practical syllabi. Qualifying mileage for Yachtmaster Coastal and Yachtmaster Offshore exams remain with the requirement for 50% of the mileage being in a tidal area. An area is deemed tidal if published stream, current or tidal range data is available, the influence of which is significant enough to require the effects to

be taken into account to plan and execute a safe and efficient passage.

Now we will look at how an instructor at a current non-tidal centre might cover the elements that previously only existed in the tidal syllabi. Conversely this is relevant to instructors at tidal centres who need to understand what students are being asked to do at other centres.

There are two clear elements that need to be addressed: heights and depths, and streams and currents.

Heights and depths

Imagine entering a small harbour in the Mediterranean. The charted depth gives you 0.5m under the keel. There is a high pressure 1032 over the top of you and there has been an offshore gale for the last three days, now moderated to a 6. Would you enter with confidence? Hopefully you would be cautious as you would fully expect the sea level to have reduced. This is important for students to know

regardless of where they are taught.

Tidal heights is a more predictable change, that can be covered theoretically and is just as important for all students to know. Students should have the necessary knowledge to work out tidal heights prior to the course, but during the course must cover the elements of standard and secondary port calculations relevant to the particular course being delivered.

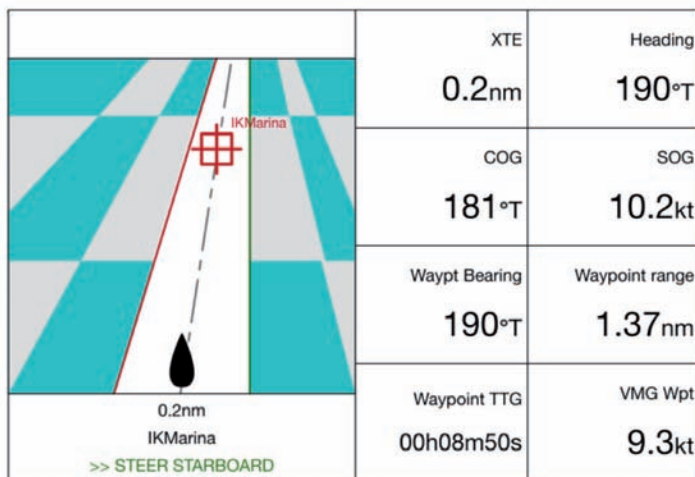
The student needs to know how to calculate what the expected depth will be at the given place and time. They should also be able to take into account the depth of the vessel, any offsets that have been set into the vessel's instruments, how to check them and then complete exercises to confirm understanding. Key to reinforcing this is ensuring that any passage plan is reviewed with the question: are there any tidal or other sea level factors that we need to take into account?

Stream and currents

There are two parts to this: planning and execution (also known as projection and monitoring). As part of a planning/projection phase the student needs to know how and where to look up the predicted data. Then whilst executing the passage, the student needs to be given the tools to be able to monitor the passage effectively, understand and recognise the effect of moving water during boat handling, then adjust their course or speed accordingly. The tidal stream or other surface currents can be covered theoretically and, again, reinforced with questions relating to courses to steer or how to counteract cross currents whilst following transits or clearing bearings etc.

the underpinning principles need to be taught.

Concepts can be delivered by various means such as showing a YouTube video of a dog fetching a stick in a moving river, or a vessel ferry gliding. Or you could use models to explain the concept before asking the students to answer simple scenarios using them. Even getting a student to walk in a straight line, then walking alongside while leaning in to them so they have to offset their walk to keep on the straight path, will get them to understand the concept of ferry gliding. Placing your vessel abeam to a breeze and adjusting course and speed to counteract the effects is another useful way to help demonstrate the effects, although obviously wind is not normally as consistent as a flow of water.



The practical boat handling

The syllabus requirement is 'Where possible this should be delivered practically' and this is where your knowledge of the area is vital. You already know where the best areas are to sail onto buoys, where to anchor, where to sail onto pontoons, where you can practice Med mooring without upsetting marina staff or other boaters, and all the other nuances of the area you sail in. The same needs to happen with finding a flow of water. There will be a marina where water flows in or out at certain times, or a river or stream outlet, or just another school yacht alongside in gear whilst you practice behind it. Regardless of the availability of moving water,

Stages of tuition

Explanation

If you are not able to do your demonstration practically, you may need to spend longer on the explanation. As always with your explanation, include the visual learner, with a model or a picture. Think about what they need to understand at the end of the session.

Firstly there will be the fly-by and the look up (to see what the wind is doing) the look down (to see which way the water is flowing) then possibly placing the vessel across the flow of water (if safe to do so) to work out what is actually happening. Tidal predictions are useful but not as accurate as actually looking at

what is happening here and now.

Create a plan based on your observations and help students to understand what their options are in various conditions of wind and tide. With those observations, they should be able to understand why today, at this place with these conditions, you have selected the option you are about to demonstrate.

Demonstration

Preferably your demonstration will be practical. If this option is not possible, film clips and models may be a good substitute.

Imitation/confirmation of understanding

Next, give the students a go at it. If you have not found a flow of water anywhere in your area, this will involve setting up scenarios with model boats and tide arrows, or your deck shoe and a winch handle as a pointer. Most good instructors can make a model to put a concept across using pretty much anything around them.

Debrief

The debrief is a powerful tool for ensuring they take your key message away, as well as providing some awareness of how things could be different for them on another craft in different areas. Use this as a tool to ensure they are aware of the factors they should be taking into account to aid good decision making.

FAQs

Q: How about someone who has already completed a non-tidal course and holds a Day Skipper certificate endorsed as non-tidal?

A: If they want to convert to a non-endorsed certificate they need to do conversion training to cover the elements of the combined syllabus that would not have been covered on their non-tidal course.

Q: Can I still issue my stock of current certificates that show the tidal/non-tidal option?

A: When issuing the certificate, neatly strike through the 'tidal/non-tidal' text previously used to show the certificate's endorsement. This indicates it is a non-endorsed certificate issued under the new combined syllabus and matches the new non-endorsed Day Skipper or Coastal Skipper status in the certificate registration process. The tidal/non-tidal text will be removed from future certificates.

Q: How do I register the new un-endorsed Day Skipper or Coastal Skipper practical course completion certificates?

A: When the change takes place there will no longer be a tidal/non-tidal option in the certificate registration process. The only choice you have to make will be between Day Skipper and Coastal Skipper. This change will be done by RYA HQ at the appropriate time.

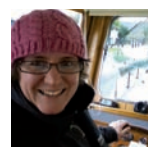
SAVE THE DATE

RYA Raymarine Yachtmaster Instructor Conference

28-29 January 2017
Alexandra House, Swindon



Vaughan Marsh
Chief Instructor, Sail Cruising and Shorebased
E-mail: vaughan.marsh@rya.org.uk
Tel: 023 8060 4182



Rachel Andrews
Chief Instructor, Motor Cruising & Power
E-mail: rachel.andrews@rya.org.uk
Tel: 023 8060 4187

Why Code with the RYA?

The RYA has championed the raising of standards in whatever it looks to take on, whether it's the British Sailing Team, RYA Training schemes or how our race officials are up-skilled. The same goes for coding - the act of getting your boat surveyed and certificated in order to operate commercially. The RYA Technical Department has been working hard on becoming the leader at providing coding to the highest level.

There are many competitors but the RYA are truly the only authority that has based its model on the customer, looking to provide a professional, economical solution to coding with the minimum of fuss.

Economic solution

The RYA Technical and Training departments have worked to combine boat and centre inspections, therefore reducing costs for the training centre. The RYA Technical Department are also the only authority

to have fixed costs to the end user, meaning you don't have to pay the surveyor and there are no hidden charges. You can calculate exactly how much your commercial operation will cost over the full five years.

Minimum fuss

We have a dedicated office team who have worked hard to make the user's journey through the process as efficient as possible.

Professional environment

We have a wide network of skilled surveyors across the UK and into Europe, working to offer a complete service wherever your boat or training centre is based. These surveyors and inspectors are trained by the RYA to a high standard to ensure they are knowledgeable in all aspects of the regulations, and apply the highest surveying standards.

When coding a boat for commercial use, wouldn't you want to pick the authority that's working for you?



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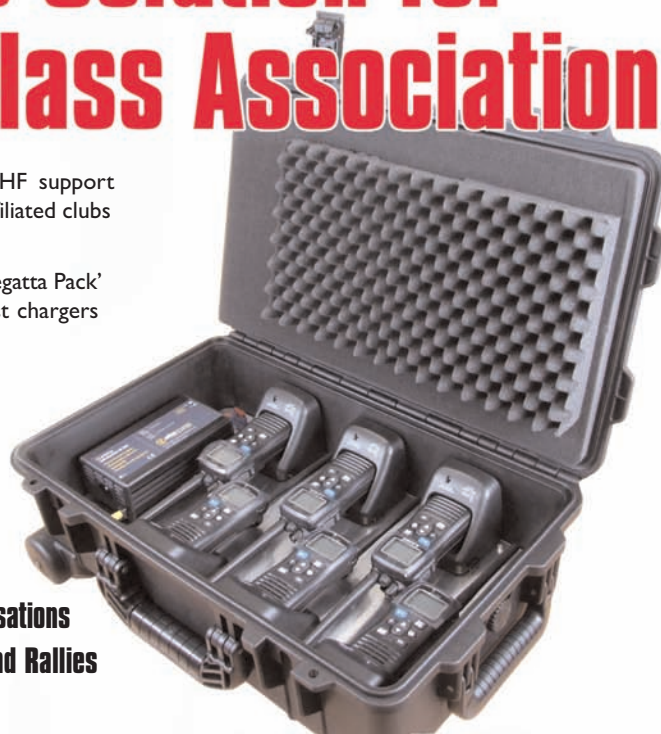
The ICOM UK 'Regatta Pack' is a compact, portable marine VHF support solution, providing ideal communications for all RYA and *World Sailing* affiliated clubs and organisations.

Utilising six of ICOM's best-selling IC-M73EURO VHF radios, the 'Regatta Pack' comes in a peli-style waterproof case, complete with six integrated fast chargers and a heavy-duty power supply.

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Changes to revalidating STCW endorsements

Recent amendments to the International Convention and Code on Standards of Training, Certification and Watch-keeping (STCW) 1978 come into effect next year. Although the convention is not aimed at small vessels, the STCW endorsement issued on Yachtmaster Certificates of Competence will be affected by this amendment.

From 1 January 2017 both the Personal Survival Techniques and Fire Prevention and Fire Fighting courses will have a five-yearly update period. Approved update courses will be run through the same maritime colleges and schools which deliver the STCW basic safety training.

The Elementary First Aid course will continue to have a five-yearly update for validity on a commercial vessel. This requirement to update first aid comes from the regulations governing the operation of vessels for commercial purposes, rather than the STCW amendments.

When revalidating a STCW

endorsement, applicants will be required to submit a course completion or update certificate issued within the previous five years for the following courses:

- » Proficiency in Personal Survival Techniques (STCW A-VI/1-1)
- » Proficiency in Fire Prevention and Fire Fighting (STCW A-VI/1-2) and one of the STCW medical training courses:
- » Proficiency in Elementary First Aid (STCW A-VI/1-3), or
- » Proficiency in Medical First Aid (STCW A-VI/4-1), or
- » Proficiency in Medical Care on Board reference (STCW A-VI/4 –2)

The requirement for a suitable medical fitness certificate remains the same.

There are no changes to the current requirements for renewing a standard commercial endorsement, ie. only a valid medical fitness and first aid certificate need to be submitted.

Full details of the STCW amendments can be found in **MSN 1865**.

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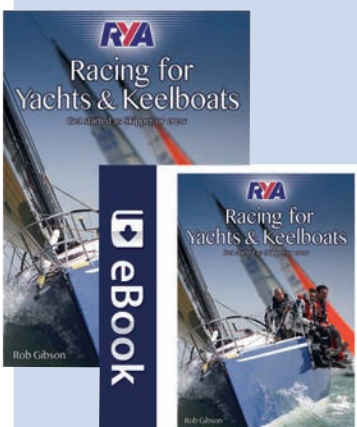
RRP: £14.49

Available in both print and digital format. Bundle discount applies for personal members when buying via the RYA webshop.

Discounts apply for RYA members and training centres.

If you're interested in getting started in cruiser racing, either as a Skipper or a member of the crew, then this new book by experienced racer Rob Gibson will guide you through what you need to know.

Yacht racing teams have places for people of all levels of skill, fitness, physical ability or disability, and age. Enthusiasm is the most important requirement! This book will enable you to combine keenness with knowledge of the role that each member of the crew performs, how to prepare to go racing, what to look out for when on the water, and how to stay safe.



Coastal Skipper/Yachtmaster Offshore Shorebased Packs 2017

When you receive the revamped Coastal Skipper/Yachtmaster Shorebased packs for 2017, you may notice a change in style for many of the questions. There is an expectation that this may change the way instructors teach certain topics, and the depth of teaching required.

The syllabus

The syllabus is detailed on pages 86 to 99 of the Yachtmaster Scheme Syllabus and Logbook (G158). Further guidance is provided in the Yachtmaster Scheme Instructor Handbook (G27) and the instructor shorebased pack for the course itself. These sources stipulate 40 hours of teaching time, plus additional hours for homework and assessment papers.

The new pack contains more questions to push deeper into the syllabus and work up to students making skipper-like decisions, rather than being solely a memory test. The duration of the course remains unchanged, and depth of knowledge (denoted by A, B, or C on the syllabus) is as before. If you have become used to shorter days and less than 40 hours of teaching time, now is the time to set the standard back to where it should be.



The progression

Students attending a Coastal Skipper/Yachtmaster Offshore Shorebased course should have knowledge to the level of the Day Skipper shorebased course and, in an ideal world, this would be combined with some sea-going experience. Prior knowledge should be established at the point of booking, and each new exercise will start with some revision questions. For example, the Day Skipper syllabus requires a full knowledge of Rules 5, 7, 8, 9, 10 and 12-19 from the IRPCS. These can be revised on the Coastal Skipper/Yachtmaster Offshore Shorebased course, with teaching time given to the other rules and annexes.

Questions at the end of the exercise and in the final examination could then be on any part of the IRPCS. With only one hour of the 40 hour minimum given over to IRPCS, this example highlights how understanding the progression, and the importance of screening for pre-requisite knowledge is vital in order to deliver most aspects of the course.

When delivering the course, consider using revision questions (either those in the exercises, or perhaps your own) as a way of establishing what your students already know, and which areas they may need to revisit.

Most exercises/questions will be mandatory for completion as part of the course, with the addition of some optional elements that can form homework or act as further learning tools.

Seamanship and situation awareness

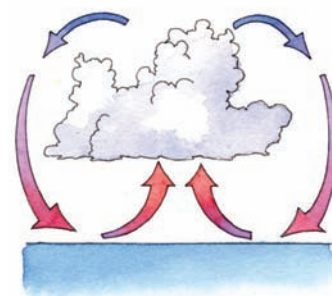
Good decision making and good seamanship go hand in hand, and the foundation of our classroom teaching is to cover the underlying facts, principles, background and processes required to make good decisions on the water. Whenever we head out on a voyage, we are faced with numerous variables and many different sources of information, all with their own unique characteristics. One of our roles as RYA Instructors is to increase the situational awareness of our students and help them make sense of all of these information sources.

Following the Endsley theory of situation awareness, we have three main stages:

- » Gathering data (ie. what happened, where are we?) - *Perception*
- » Understanding (ie. what does this indicate/mean?) - *Comprehension*
- » Projecting ahead (ie. what will happen next?) - *Projection*

If we take the subject of weather, relatively straightforward questions can be designed to test perception, for example:

What is the name given to this type of cloud?



The answer of 'cumulonimbus' identifies that the student has grasped some underlying facts. However, on its own it is of little practical application at sea. The comprehension stage can be established by asking a more open question, for example:

What weather phenomena are associated with these clouds?

An answer of 'ahead of a cold front' is a correct answer but equally (and perhaps more usefully) a description of the weather or indicators to be expected as the cloud approaches and passes would be of more use in practice. The level of situational awareness, and therefore knowledge, has progressed a stage further – the student has demonstrated they can recognise a cumulonimbus cloud (perception), and linked this with particular weather (a move towards comprehension).

From a seamanship perspective, we are getting there. However the final stage is more powerful, as we can explore the deeper understanding of what other factors they would look for to confirm their understanding of the overall situation. We can ask related questions such as:

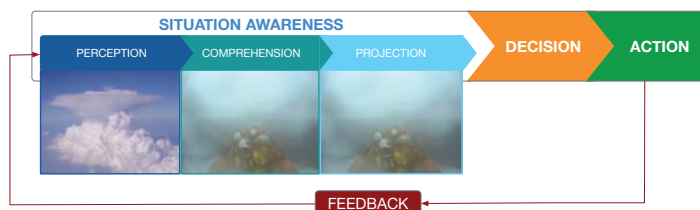
You are in a busy shipping area. Does this weather situation have any impact on your application of the col regs?

Their answer should show they appreciate that navigating near areas of restricted visibility means Rule 19 applies and sound signals should be sounded (Rule 35). Nav lights should be shown in restricted visibility.

These questions require the candidate to project the implications of what they understand to be happening. It is critical to good decision making that they correctly identify the relevant facts, and then interpret them for what they are. So, whilst our first question in isolation didn't have an immediate practical application, it was a cornerstone of the later questions, which correlate to actions. Projection questions are usually open, and can therefore be subjective, and difficult to mark but they are also powerful tools for teaching theoretical seamanship.



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In the new shorebased packs, there are a greater number of open questions. For instructors, these can be used to increase dialogue with students. To aid in marking these questions, instructor notes have been produced, which will help identify where there are errors in principle, and sometimes where credit can be given for a correct answer that may not fall within the question's intended parameters.

As instructors, open questioning and two-way dialogue is key to gauging student knowledge and increasing conscious competence. This should be kept in mind when delivering classroom training, as it is when coaching afloat.

The final examinations

The biggest change is the introduction of a new Passage Making final examination.

Drawing principles from the **IMO Voyage Planning Guidelines**, candidates will follow a passage of close to 60nm, with tasks set around different phases. Separated into four key sections (appraisal, planning, execution, and monitoring), the aim is to create a clear distinction of what could be done before, at the start of, and during a voyage. There is a stronger emphasis on decision making when things aren't going to plan, as well as and in conjunction with, projecting forwards what is likely to happen an hour ahead.

Central to this exercise is the appraisal section, which candidates will be expected to complete *prior* to the exam itself. They will be able to use notes and the information they have assembled to answer questions on the planning, execution, and monitoring processes.

Instructors should ensure they are familiar with the IMO Voyage Planning Guidelines when teaching Passage Planning. Most technical processes and facts we teach fit into this framework somewhere. This is, of course, also of value to practical instructors.

Summary

The revised shorebased packs may feel different, and you are likely to find many of the questions more open. The syllabus, however, remains unchanged. The duration is also unchanged (although you may wish to review any advertising and scheduling to ensure you meet the requirements), and the enthusiasm and dedication of our instructors remains unchanged.

Keep challenging yourselves in the classroom and keep delivering good training. When you get the new packs, constructive feedback is always welcome.

The new packs will be available early in 2017 but will only be distributed once the existing stock has run out.

Training centres should continue to use the current packs until their own stocks run out.

All students on a course must use the same edition of the pack, ie if you have a course of six students but only five of the current edition packs remaining, you must order the new packs for all six students. If you have a smaller course in the future, the older packs can be used up then.

No returns of the current edition will be accepted, and no exchanges for the 2017 edition will be made.

The all new RYA Interactive site

The recently upgraded RYA Interactive site gives training centres more control over their site and easier access to seeing what their students have been up to. Managing the site is now more intuitive and we will be making further improvements over time to keep it moving forward.

This is what is currently on offer:

- » A section of the RYA Interactive learning management site, branded for your own centre. You can even choose the best colour palette from a selection so that the site matches (or is close to) your company colours.
- » Easy access to managing your students from sign up to course completion.
- » A range of courses: Essential Navigation and Seamanship; The CEVNI test; Marine Radio Short Range Certificate; Professional Practices and Responsibilities; Safe and Fun; Cruising Instructor Pre-Course Knowledge Check.
- » The ability to add your own additional information, handouts or activities to our centrally-created courses.

Also, coming soon...

We have been working with the UK Meteorological Office to produce some training material for Training Centres, Affiliated Clubs and sailors in general. We'll let you know more in the Autumn.

We are still working on the first few Day Skipper modules online, to provide a great progression from the Essential Navigation and Seamanship course (which we are also updating).

Finally, we are investigating the ability for centres to add complete courses to their interactive site, rather than simply adding content to our existing courses.

More detail on these new features will follow soon.

Want to know more?

Take a look at this [video](#):

So, you want to offer RYA online courses?



First Aid conference report

Almost 100 RYA First Aid Instructors attended our third conference in May and discussed the updated **Resuscitation and First Aid guidelines**.

Speakers included Tim Sanders of the Essex Police and Dr Spike Briggs, Director of Medical Support Offshore Ltd. Charles Ball, Head of Coastal Operation for HM Coastguard updated instructors on the control of catastrophic external bleeding, recognition of concussion and the new UK Search and Rescue helicopter fleet. More details can be found on the [RYA website](#).

We also discussed the updating of instructions, how the use of an AED should be taught

on RYA First Aid courses and other future developments.

Resources for instructors

There are useful resources for First Aid Instructors on the [RYA website](#). You will find advice on dealing with head injuries, cold shock, hypothermia and drowning, and much more.

New First Aid Manual

The revised 10th edition of St Johns/Red Cross/ St Andrews First Aid Manual is now available.

Order code: FAM

RRP: £11.99

Discounts for members and centres.

Never, ever, use an iPad for navigation... and other myths exploded!

Never, ever use an iPad for navigation – surely this is obvious to anybody who has mastered the noble art of traditional navigation. What if the battery runs down? It doesn't use official charts! It isn't waterproof!

In truth there are few arguments against using tablets that cannot be overcome. It could be connected to the vessel's power supply, it could be in a waterproof case and there are apps that use official charts.

It is common to see modern vessels with little or no table space for chart work, the preference being a bank of electronic aids. Now that electronic chart plotters are common place on boats and navigation apps can easily be downloaded to phones and tablets, we need students to be able to identify which systems to trust and which require extra caution.

Unfortunately there isn't an easy list of approved/not approved as there is no design standard for leisure plotters or applications to be measured against. An added complication is that just because an app is well designed with an easy interface, it doesn't automatically follow the underpinning navigational prowess of other more trustworthy sources.

So, to get to the point, the RYA Training Plotter is intended to be used to help students to:

- » identify the traits to look for in electronic charts and chart plotters,
- » assess the extent to which any given system can be used,

- » be able to make appropriate use of electronic chart plotters in the appraisal, planning, execution and monitoring of a voyage.

If you consider the relationship between the shorebased and practical courses it is reasonable to suggest that the shorebased course is predominantly about teaching students how to appraise and plan voyages, with due consideration for the execution and monitoring phases. The practical courses consolidate the appraisal and planning stages but are really about developing the execution and monitoring.

To use a simple example, when planning a route, shorebased training requires you to place waypoints in locations that can be verified independently of the satellite derived fix. On the practical course the instructor hammers home the importance of this independent verification and helps to refine the placing of these waypoints based on practicalities.

The RYA Training Plotter is designed with this division of training in mind. It is predominantly about the appraisal and planning stages, with some execution and monitoring.

To start the ball rolling there are three questions that we should encourage all students to ask themselves when looking at any data, be it electronic or not.

1. What exactly is it telling me?
2. How reliable is the information?
3. How am I going to use this information?

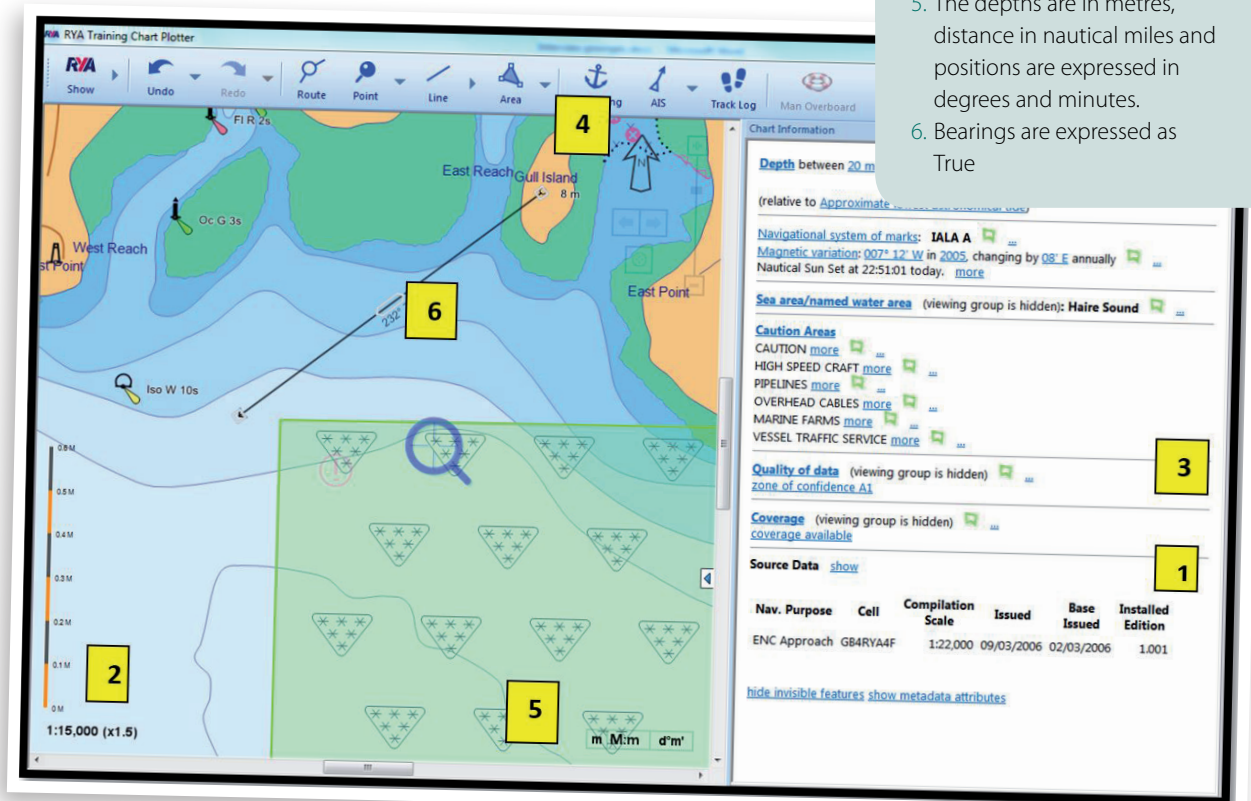
The answers to the first two questions really drive the answer to the third. With an electronic chart plotter there are two distinct elements to assess:

1. the electronic chart itself
2. the plotter's functionality as a navigational tool.

Let's apply them to an electronic chart first. We'll use the one in the Training Plotter, as shown below, and pull out what a student should be able to read and understand from this display:

What exactly is it telling me?

1. It is showing an Electronic Navigation Chart (ENC), an Approach chart to be precise, at a scale of 1:22,000. It is chart edition 1.001
2. The display is over-zoomed by 1.5 times the compilation scale, so it is zoomed in beyond the level of detail available for the compilation scale.
3. The Zone of Confidence for the data within the green highlighted section is A, so the tolerance of charted depths is estimated to be within +/- 5%. The zone of confidence areas are the digital equivalent of the source data panel on paper charts.
4. The chart layers for spot depths are turned off (the 'Anchoring mode').
5. The depths are in metres, distance in nautical miles and positions are expressed in degrees and minutes.
6. Bearings are expressed as True



How reliable is the information?

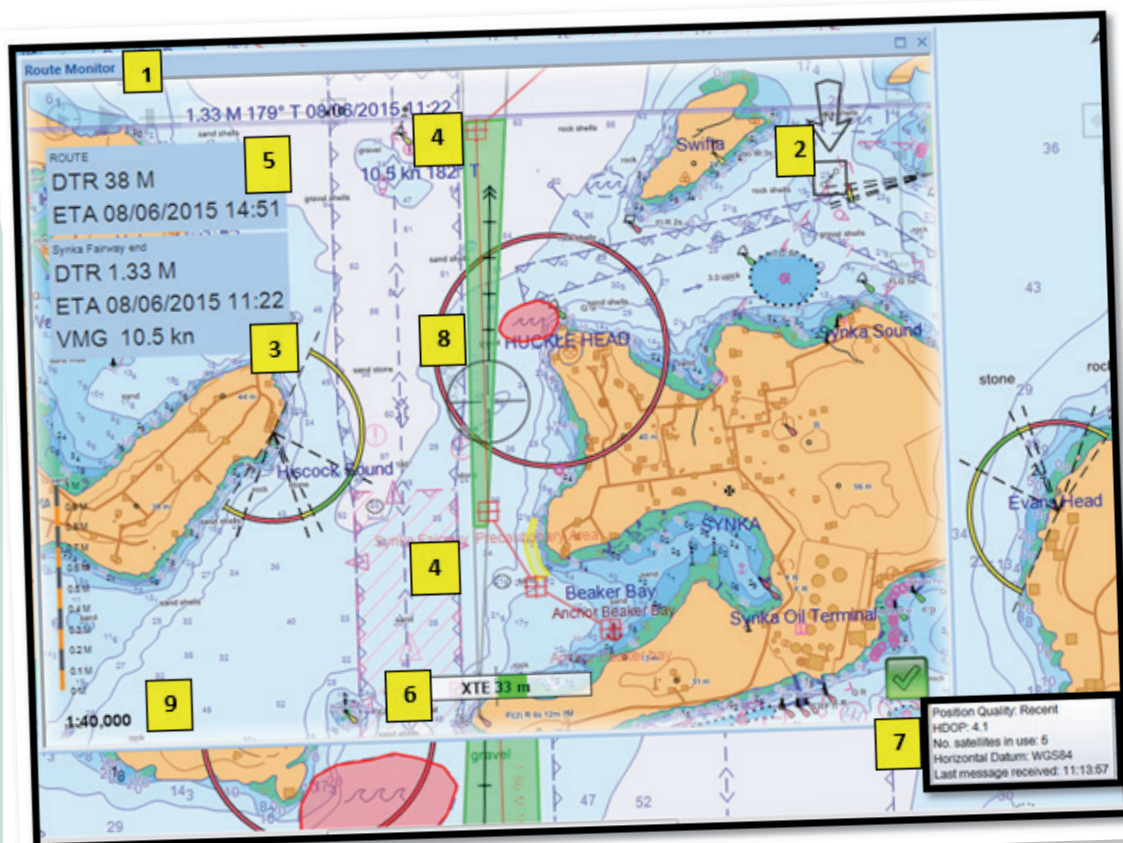
As an official Electronic Navigational Chart (ENC) it has the same quality control as an official hydrographic office's paper chart. The question is whether or not it's the most up to date edition. We would need to verify what the latest edition is - this is a key point. Commercial electronic charts predominantly do not have approval from national authorities, nor can you be certain of the quality control measures in place. Plotters using non-official charts (collectively called electronic charts, or ECs) tend to open up with a 'Not to be used for navigation' warning.

How am I going to use this information?

If we can verify that this edition 1.001 is the latest edition and are able to operate the software correctly, there is no reason why we cannot use the information on this chart for primary navigational decisions. To put this another way, assessing the underlying chart's credentials is very much part of how much use to make of it for appraisal and planning.

Next consider the functionality of the software for navigation. How much can we use the plotter's functionality for execution and monitoring. Let's look at the second screen shot and apply the same analysis:

All RYA Shorebased Instructors have access to the Training Plotter using the activation code contained in all instructor packs. Following activation your login details created during the activation can be used to install and use the plotter on up to five compatible devices.



What is it telling me?

1. First, what screen are we on. Here we are looking at the route monitor, which is a separate window in this app.
2. The orientation of the route monitor is set to route up, so the top of the chart represents the desired direction of travel.
3. The next waypoint is called Synka Fairway End, and is 1.33 miles away.
4. We are able to see the summary of our boat speed, direction and the distance and bearing to the next waypoint both graphically and in the text.
5. The total route is 38M and we are expected to arrive at 1451.
6. We are 33m to the right of track.

How reliable is the information?

7. We have already assessed the chart setup. The quality of the fix is shown as 'recent' with a Horizontal Dilution of Precision of 4.1 - a reasonably reliable fix. More information about the quality indicators on the plotter is available here: http://support.nunonavigator.com/help/Connect_a_GPS

8. The calculations are based on GPS input and do not take tidal streams or weather conditions into account. The ETA of 1451 cannot be relied upon as accurate - it is a projection based on current speeds over ground. The navigator would still need to be aware of the changing streams and sea states over the remaining three to four hours of the voyage to realistically get an ETA.
8. We have prepared clearing bearings from Leslie Head Light house, with the green sector showing the correct route to ensure clearing the deep water channel and the overfalls off Huckle Head. We can quickly verify the fix and our cross track using these bearings.
9. The chart is zoomed in to 1:40,000, it isn't over-zoomed yet so we could benefit from zooming in further when checking where we are.

How am I going to use this information?

With the information presented here we could use this system for primary decision making and navigation. We have the necessary

information to know when to be more cautious about the GPS fix, and the ability to verify this by a second means.

A significant point that comes out of this is the terminology and what is behind that terminology. Not all plotters have the same abbreviations or imagery, but they tend to have similar information displayed. Students should know the meaning of the major abbreviations (DTR, VMG, HDOP, EC, ENC) and also be able to interpret this in the context of the real world.

Although we have verified that this system can be used for primary decision making and navigation, it is not in any way a reflection of the full picture. There is still a need for the carefully appraised and planned information to be considered to modify the information being taken from the system. There is also a wide range of other inputs which may or may not be displayed within a chart plotter, such as barometric trend, cloud cover, sea state, visibility and traffic density, which must be taken into account when executing and monitoring your passage.

Man Overboard! Emergency situation?



Someone entering the water when they weren't expecting to could be either funny (walking off the end of a pontoon in a marina whilst distracted) or extremely serious (being flung out of a powerboat when the boat hooks). Funny or serious, the life-threatening implications are the same. The very real possibility of cold shock exists.

Cold shock happens within the first 2-3 minutes of immersion. The casualty breathes uncontrollably and is likely to inhale water. The most important thing for them to do is to rest in the water, protect their airways and wait for their breathing to regulate. At this stage, the risk of a heart attack is really high as the body works overtime to cope with the sudden temperature change. Assuming the casualty is wearing personal buoyancy, they don't need to tread water and put extra strain on their already busy heart.

According to Mike Tipton and Frank Golden in their book *Essentials of Sea Survival*, the gasp reflex (uncontrollable rapid breathing and reduced breath-hold time) can occur in water up to 15°C. There is an impact on breathing rate in water as warm as 25°C, but not as extreme as under

that 15°C, so cold shock is a risk almost everywhere.

We are all well aware of the steps to take to ensure the recovery of a casualty, but are we accidentally playing down (by omission or brushing over it in favour of the boat positioning aspect) the point that a distress call should be made as a priority?

It is obviously of utmost importance that the person in the water is recovered in a safe and timely manner, but sometimes that recovery is not as straightforward as it may at first have seemed. It's actually quite difficult to recover an adult wearing waterproofs onto a small powerboat. Every second that the person is in the water counts as they lose body heat 20 times quicker in water than in air, so it is a race against time as they lose dexterity and start to fatigue.

When we are teaching powerboating it is important that our students recognise that falling overboard is a life-threatening emergency situation. Making a distress call on VHF ensures that help is on its way. It is easy to downgrade the call by letting the Coastguard know you have recovered the casualty, they are unhurt and you are returning to port as a precaution. It is not so

easy to upgrade the call once you've been trying for some time to recover the casualty and are struggling to get them on board as they start to lose consciousness.

The rescue services would much rather come out and be turned around when the casualty is recovered, than turn up when the casualty is in grave danger with the crew trying in vain to recover them as they lose consciousness and become unable to help themselves.

Whenever we are teaching man overboard recovery, we must discuss cold shock. Crucially, we must incorporate the distress call into the drill:

- » Shout
- » Point
- » Make a distress call (could be delegated to a crew member)
- » Work out wind direction
- » Begin approach to casualty
- » Contact
- » Engine off
- » Recover casualty

Please remember that on all Powerboat courses except Safety Boat, we use a dummy of perhaps a small fender with a little bit of chain to simulate the casualty. We do not use a person in the water.

When looking at the various recovery methods in the Safety Boat course, the boat should be at anchor, moored up or tied up alongside with the engine off. The person being recovered from the water must be in appropriate clothing.

Revalidating your Trainer appointment

From January 2017 there will be a new requirement for Powerboat Trainers when their appointment is due for revalidation.

As well as the existing requirement for practical revalidation every five years and the delivery of at least one instructor course, Powerboat and Personal Watercraft Trainers will also be required to attend the RYA National Training Conference whilst Inland Waterways Trainers will be required to attend a relevant conference at least once in the five year period.

See page 3 for the Training Notice issued earlier this month.

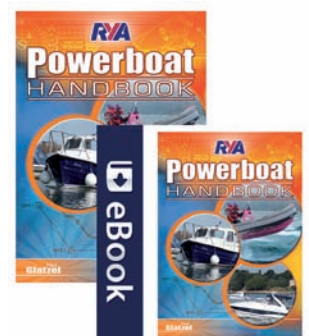
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RRP: £16.49

Discounts apply for RYA members and training centres.



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Rachel Andrews
Chief Instructor, Motor Cruising & Power
E-mail: rachel.andrews@rya.org.uk
Tel: 023 8060 4187

Try a bit of carving

When PW riding was all about stand-ups, the teaching was heavily weighted towards body position. Nowadays the market is dominated by sit-down PWs and this seems to have been forgotten. PW riding is classified as a sport, so let's get our students to stop sofa-riding. This will not only improve their riding ability and help them get the most out of the craft, but it will also add some more energy! **Candi Abbott**, RYA PW Trainer, shows us how.

How to do it

Start the student off with some practice runs where they are just on the plane (around 16-18 knots).

Instruct them to:

1. Start the turn earlier than they think they need to and get a feel for how much the PW slides.
2. Start wide, turn early and aim to finish their turn adjacent to the buoy. This will put them in the best possible position to go straight into their next turn (slalom course) or put on some more power for the straight (box course).

Once your student is feeling more confident; ask them to try

Ease, Drop and Squeeze.

Ease off the power which will drop more bow in the water.

Drop their position aggressively into the turn.

Squeeze the throttle back on to power through and exit.

Top tips:

- » Plant a foot towards the rear of the outside footwell to keep the stern locked in. This reduces slide.
- » Brace your legs, squeeze them in against the seat and brace the outside foot against the edge of the footwell for extra leverage.
- » If the PW has trim control, trim down for the turn and then trim up as you enter the straight for maximum speed (box course).

Advice to pillion riders:

Sit close to the helm to reduce the amount of movement and bumping into him/her.

Mimic the helm's body position to help with the turn.

Reduce the risks:

Students instinctively want to stand and pull their arms in a brace position, which results in two primary risks;

1. Having your arms pulled in and down brings your face closer to the handlebars than necessary. When you hit waves or a wake the PW will bounce, making it likely to impact your face.



© Yamaha Motor Co. Ltd

To avoid impact and ensure they are positioned a reasonable distance from the handlebars, ask your student to check they can see both their elbows in their peripheral vision at all times without needing to move their head.

2. Hitting waves or a wake when in a standing position is likely to mean you will be pushed forward on the bounce, causing impact on the handlebars with your chest, stomach or face. At the very least this will cause discomfort or winding.

Advise your students to hover with their buttocks about 3cm above the seat. Their shoulders, hips, knees and ankles will then absorb any bumps without losing core body stability or grip. Encourage them to grip with their knees rather than relying on their hands, which will fatigue more quickly. The end result is protecting your back/spine from impact without risking losing control of your body position. As an instructor, if you can see the sky between your student's buttocks and the seat, they are too high!



Students for the Inland Waterways Helmsman course come from all boating backgrounds. Some would be happy to potter the Kennet and Avon canal, while others are looking further field to mainland Europe or want an adventure around the UK.

Although the UK's inland waterways network is extensive, with a number of 'rings' to cruise, the entire network is not completely joined up.

Should your students be looking to cruise the Thames Ring or head from the River Trent to the Ouse, for example, there will be an element of tidal waters to negotiate. This will inevitably be an interesting and challenging trip, and with your guidance your students will understand the steps to take to prepare for such an adventure.

There are lots of waterways guides with invaluable information about the cruising area, such as where to buy fuel, pump-out facilities, areas of local interest and any navigational considerations along the way. When venturing on a route which incorporates a tidal stretch it is imperative that thorough planning is undertaken.

Whereas cruising within the inland waterways mostly happens from dawn 'til dusk, locking out of the inland waterways and on to tidal waters is not so straightforward. There will be specific times relative to the height of tide where the lock is operational. Arriving outside those times could at best be inconvenient and involve a wait before heading out on the tide. At worst it might mean having

to wait in strong tides until the gates are operational, which could cause stress and challenge the crew's skills.

If someone shows interest in transiting tidal water, talk to them about planning information to look for and where to find it. Discuss practicalities such as checking that their boat insurance allows for tidal usage. They may consider taking the RYA Essential Navigation and Seamanship course.

Practically, it is vital that the vessel and crew are set up to safely navigate the higher sea state on tidal waters caused by swell and passing vessels. Just as when heading into a lock, hatch doors should be closed and side windows should be secured to withstand any wash or swell. It would only take a small amount of water to have a devastating impact on vessel stability, so protecting against water coming in is a priority.

Before entering the tidal lock, ropes and any loose items, including those in the galley should be secured or stowed. Remember to dampen solid fuel burning stoves.

The conditions will have an effect on the attitude of the boat, so it is important that crew are properly briefed, prepared and equipped. Crew should wear lifejackets as the risk of falling overboard is much higher in moving water.

Making sure would-be adventurers are aware of the preparations they need to be making should help them have an enjoyable, rather than an off-putting or frightening experience.

Follow the Leader

Liz Matthews idotphoto

A popular exercise used during sessions afloat is to get our dinghies to sail in formation around the water. But ensuring that students gain value, knowledge and skills is trickier than you might think. **Simon Winkley**, RYA Coach Assessor, looks at when and how to use Follow The Leader exercises to improve sailing skills and to maximise group control.

Justifying the exercise

A useful question to ask yourself when planning a Follow the Leader (FTL) session is, 'What are my objectives?' The session brief should justify the exercise to the students and suggest what they should expect to gain from it. Also ask yourself whether you feel the group is actually ready to sail in such close formation or could such an exercise place too much pressure on the students at their particular level in the prevailing conditions?

Improving skills and setting up the session

If using FTL for skills coaching, some elements to focus on include:

- » Speed control and stopping
- » 5 Essentials
- » The benefits of proximity sailing

Beginners should start with about three to four boat lengths between boats, which can be decreased for more advanced sailors to around one boat length. Basic rules of 'no overtaking', and 'no being overtaken' should prevail in standard FTL exercises, alongside the normal safety and group control signals in case things need to change or be abandoned.

When and where to get the group to turn is a crucial consideration. Initially getting each boat to tack where, not when, the boat in front tacks will aid group control.

As the group advances, all boats could be tacked simultaneously on the whistle which will change the leader to the person at the back of the line. Getting all the boats quickly back into a neat formation will really test their speed control and boat positioning, similar to race starts.

A key objective for all levels should be to focus on the five essentials. Intermediate and advanced students worked hard in areas such as exaggerating trim (sinking the stern) and sail setting (oversheeting downwind for turbulence) to slow the boat in stronger winds and avoid overtaking any boats in front. Avoid providing your students with too much to focus on and this will enable them to put each point into action and to understand the outcome or effect.

Remember that the close proximity of other boats automatically adds a thrill to the exercise that is not always felt when sailing as an individual around a course!

Group Control

Setting a group off from a beach to a distant sailing area could lead to loss of control and a starburst situation. FTL is an effective means of controlling the group in transit to and from the nominated sailing area.

FTL is also a great method to sweep up a group who have begun to spread out (or look like they are at risk of doing so). Act early to maintain group control, selecting one dinghy to follow the powerboat as you drive back and forth adding more and more boats to the back of the line. Then, when all the group are 'in tow', the session can either continue or the group can return to shore. Zig-zagging beginners upwind as they follow you can help them with early upwind success.

If the first boat is unable to maintain the required distance from the powerboat, one option is to send them to the back. This tests their lying-to skills as they hover before accelerating to rejoin the end of the line. This can also be used as a fun challenge.

Who will lead, and safety considerations

Nominating a well-briefed instructor or assistant to lead in a dinghy has best effect. Alternatively the instructor can lead from the powerboat but safety needs careful consideration.

Use of a student as the leader needs to be carefully managed as there is a risk of group control being lost.

The RYA resource '**Effective Use of a Powerboat for On Water Training and Coaching**' details good practice that should be observed while running sessions such as FTL. Here are some considerations:

- » When leading from a powerboat the driver must take care with regard to the boat's angle to the wind.
- » Any point of sail can be utilised but care should be taken to avoid creeping into the no-go zone or driving too deep downwind which could cause the group to either lose power or to gybe unexpectedly.
- » Communication from a powerboat is likely to be minimal as shouting instructions over the engine noise to multiple boats might fail to get a clear message across.

These are fundamental safety considerations, and a driver or spotter, where available, allows the instructor to communicate as clearly as possible.

Used effectively, FTL exercises provide dynamic opportunities for group control as well as adding a little extra zest to coaching sessions as the challenges increase and the sailing becomes more fun. But remember, objectives need to be clear and the session set up safely.



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Wind SUPs: a viable option?

Stand up paddleboarding (SUP) is continuing to grow in the UK as a simple, accessible sport, and many RYA training centres have introduced the activity as another option to get people afloat. The more recent development of the WindSUP has raised the question of whether this might be a suitable board for RYA windsurfing recognition. **Amanda Van Santen** takes a look.

Initially the WindSUP didn't have the characteristics needed to combine the two sports of windsurfing and SUP adequately. But has the kit developed sufficiently to make it happen now?

At 8 months pregnant, I was perhaps not the most suitable tester, so Windsurfing Trainers Tris Best and Sam Ross took on the challenge. They had eight boards to test – six inflatable and two hard construction.

Their task: To ascertain whether developments in WindSUPs are sufficient to make them a consideration for Start Windsurfing equipment and tuition in an RYA training environment.

Key characteristics

Most beginner windsurf boards would be chosen on three key dimensions: length, width and volume, with volume often the most important factor when choosing a dedicated beginner windsurf board. However the key properties of WindSUP boards are different, with thickness becoming the most important factor,

impacting on both the board's stiffness and upwind performance.

Thickness

Typically the boards most relevant to us come in three thicknesses: 100mm, 120mm and 150mm. The 100mm and 120mm seemed to perform best upwind, pointing and gripping well. The 150mm boards offered fantastic acceleration, were light on the water with increased volume for manoeuvrability, but lacked upwind performance.

4"/100mm: Good manoeuvrability, better performance in stronger winds. Perhaps best suited as a junior or youth board, with high stiffness but less volume. Usually available in shorter sizes, making them more suitable for smaller rigs.

5"/120mm: Seems an optimum thickness for WindSUPs, providing the best compromise between stiffness, glide, acceleration and control. The best all-rounder, performing well upwind and with excellent stiffness and stability.

6"/150mm: Good stiffness, easy to use in light winds and as a SUP, but less user friendly as the

wind increased with a reduction in directional traction. Provided lightness on the water, stability and acceleration but lacked upwind performance.

Length

Most boards have their stated length in feet rather than centimetres, unlike windsurfing. Length versus performance outcome was very similar to what you'd expect in more traditional beginner windsurf boards. The longer the board, generally the better the overall tracking and upwind performance.

However, surprisingly, in most cases the boards tested were easy to turn through and away from the wind in moves like static turns, despite long waterline lengths.

Thickness has an impact here as well, as observed with two of the shorter boards:

- » A short board, with the **least thickness** (100mm), provided good upwind performance, whereas
- » A short board with **slightly thicker rails**, showed poor upwind performance

Other characteristics

Width: Most boards tested were between 30" and 34", fitting well with the traditional windsurfing board widths of 75 to 85cms for most beginner boards, offering plenty of stability.

Fins and daggerboards: Most boards had two US fin boxes with equal size fins provided with each, but the best performance came from boards that had a slightly larger central fin compared to the rear fin.

Daggerboards: The board with the removable drop-in daggerboard had the best upwind performance, with the WindSUP which had the longer removable daggerboard outperforming the top traditional board upwind in terms of pointing and speed.

Centre fins: The downside of the fixed centre fins could be carrying and racking. However the boards were very light in comparison to traditional boards, so were easy to move around the slipway. The boards with slightly longer centre fins sailed upwind with some ability to leeward

rail the board, whilst those with the standard size fin made best upwind progress with windward rail pressure.

Overall performance

All the boards had excellent manoeuvrability and accelerated easily, gliding and getting up to speed quicker than most of the traditional beginner boards. In the choppiest water, the boards that were 100-120mm thick handled the water state better than traditional boards, whilst the thickest boards didn't perform as well.

So, WindSUPs are a true contender and are now able to offer a robust, cost effective and more attractive package than ever before.

The million dollar question: how do they compare to our trusty old friend and much loved Hifly Primo?

getting people up and sailing, able to achieve Stages 1 and 2 or Start Windsurfing. Some of the boards on test would have also been great for teaching early introductions to planing and harness techniques.

Inflatable and hard construction WindSUPs do make a viable alternative for beginner windsurf boards. They have good performance and have overcome previous concerns over upwind capabilities, performance in chop, beginner suitability and responsiveness, with a few cons that need to be considered.

A few of the inflatable boards on the market have a full mast track, rather than a fixed UJ position. To prevent wear and make racking easier, a knuckle UJ would be recommended rather than a tendon joint.

The test showed us that RYA courses and taster sessions

whilst allowing centres to use boards capable of both SUP and Windsurfing. The RED Paddle 10'6", seemed to be a WindSUP that worked well in both the role of SUP and windsurfing board.

If you are looking to buy a few WindSUPs to deliver RYA taster and Start Windsurfing tuition, as well as SUP activity, here is a little more information to assist you:

For adults

- » Over 10' in length
- » 32" in width
- » 120mm in thickness
- » Fixed or removable daggerboard system, ideally with longer centre fin

Ideal junior beginner inflatable WindSUP

- » 11' or under in length
- » 34" or under in width
- » 100-120mm thickness
- » Fixed or removable daggerboard or centre fin
- » Small rear fin, or multiple small rear fins

For progression tuition and Intermediate courses

WindSUPs would need to be used in combination with dedicated progression windsurfing boards and would not be accepted independently. For example: 10'6-11'x 32-34" inflatable windSUPs as a beginner fleet with Vipers, Rios, Gos and Cool Riders would provide a good progressive fleet.

As with all windsurfing equipment considerations, care should be taken to choose the best solution for your particular centre, your clients and the environment, paying careful consideration to length, width and thickness as well as fin types.

If you think WindSUPs are for you...

Please remember, you must seek and gain approval for the WindSUPs you are looking to utilise at your centre for RYA windsurfing courses. They would only be accepted at a Start Windsurfing level and we require them to be supplemented by traditional beginner boards.



Welcome to Nic Wymer

We would like to welcome Nic Wymer as a temporary member of the RYA Training Team. Nic will be joining Dawn Seymour and the rest of the team as Temporary Training Advisor covering Amanda Van Santen's maternity leave until early Spring 2017.

Nic joins the team with a wealth of experience having worked at Plas Menai for 17 years before leaving to set up as a freelance RYA Coach and Trainer.

Dawn Seymour will be your main contact for all sailing and windsurfing scheme enquires. You can contact her on dawn.seymour@rya.org.uk or 02380 604 186.

Nic Wymer will be working for the department 12 days a month, with the remainder of his time spent as a freelance Coach and Trainer. During his time with us, Nic can be contacted on nic.wymer@rya.org.uk, 02380 604 179 or 07554 880 353.

Alongside Dawn and Nic will also be Sam Ross, who will be assisting occasionally with windsurfing expertise. Please do not contact Sam direct. All enquiries regarding windsurfing should be made via Dawn.

Ride Windsurf 10'7 33"	Hifly Primo
Weight	Weight
Upwind Performance	Upwind Performance
Manoeuvrability	Manoeuvrability
Acceleration	Acceleration
Durability	Durability
Pros Light, highly manoeuvrable and goes upwind extremely well with great acceleration and incredible in rough water.	Pros Good all rounder, current bench mark beginner board.
Cons Daggerboard drops through the deck which is easy to remove, but not quite as easy as a retracting centerboard.	Cons Heavy, slow to accelerate, not the most attractive first experience.

The verdict

Almost all the boards tested would have given beginners an excellent introduction to windsurfing,

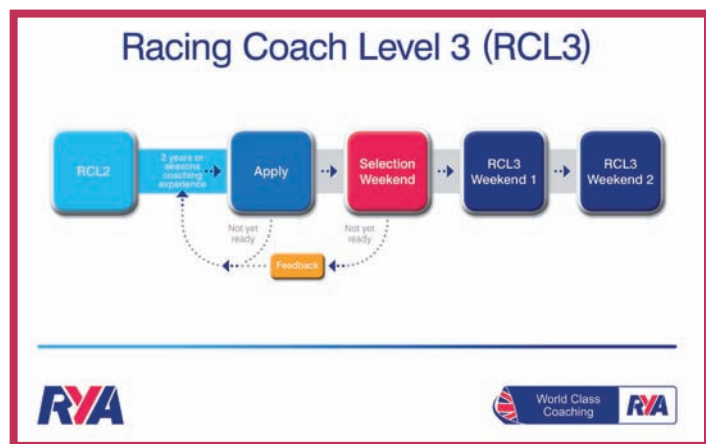
could be offered on a number of the boards tested and now available, providing students with a really good first experience,



SAVE THE DATE
RYA Training Conference

Supported by Arthur J Gallagher
21-22 January 2017
Alexandra House, Swindon

The re-birth of Racing Coach Level 3



After three years in hibernation we have decided now is the right time to re-launch the Race Coach Level 3 (RCL3) qualification.

The RCL3 qualification is aimed at club coaches who have at least two years of regular coaching experience. The aim of the RCL3 qualification is to help coaches master:

1. how to plan a successful learning environment, ie. they know what needs to be learnt and when the sailors can do it.
2. creating an environment where sailors can successfully self-learn.
3. the key knowledge needed to coach dinghy racing.

RCL3 course structure

The **application form** has gone live on the RYA website and the deadline is 6 March 2017.

We are keen to highlight that the RCL3 is for experienced coaches and should not be taken straight after completing the RCL2 course. Before applying for the RCL3 course, coaches should do at least two years more coaching on a regular basis after the RCL2 course. We would expect to see evidence of at least 25 hours coaching per year.

Before a coach can be accepted on to the course they must apply and attend a selection weekend. The purpose of the selection weekend is to check whether the coach is ready for the RCL3 course. If we decide that a coach is not yet ready, they will receive feedback to help them

develop further and better prepare for another application in the future. The cost of applying and attending the selection weekend is £100 including accommodation and food. The course itself takes place over two weekends and is a further £300 including accommodation and food.

It may be possible to obtain individual funding to cover some of the course cost. See the **SCUK Funding Opportunities page**.

Venue and dates

- » Selection Weekend – Rutland Sailing Club 22/23 April 2017
- » RCL3 Weekend 1 – June 2017
- » RCL3 Weekend 2 – September 2017

Revalidating your Coach Assessor appointment

From January 2017 there will be a new requirement for Coach Assessors when their appointment is due for revalidation.

As well as the existing requirement for practical revalidation every five years and the delivery of at least one instructor course, Coach Assessors will also be required to attend the RYA National Training Conference at least once in the five year period.

See page 3 for the Training Notice issued earlier this month.

Do you enjoy racing dinghies or windsurfers? **YES**, then read on...

Coaches and instructors needed for an **exciting mission** to develop the best young racing sailors in the world.

- High winds and bitter cold, with an occasional soaking likely.
- Safe return essential.
- Honour and recognition in event of success!

RYA REGIONAL RACE COACHING OPPORTUNITY:

The RYA is looking to increase the amount of regional race coaching and needs more coaches and instructors. If you have racing experience and are interested in coaching or instructing, regardless of experience, please get in touch.

Applications should be submitted **online** in the form of a CV and a cover note detailing racing experience and any relevant coaching or instructing experience and aspirations for future coaching.

COMING SOON!

Racing Rules of Sailing 2017–2020



As the new Racing Rules cycle approaches we have two new books being released this month so that you can be well prepared for the approaching year. They will be added to by our detailed explanation

of the rules, RYA Racing Rules Explained (eBook), shortly after.

More information can be found on our racing books page www.rya.org.uk/go/racingbooks. Please register there for updates on availability, news on digital versions, and special offers.

RYA Handy Guide to the Racing Rules 2017–2020

Order code: YR7
RRP: £3.99

This pocket guide is a simplified view of the basic Racing Rules

and is great reading if you are new to racing. It covers the main areas key to racing including principles, when boats meet, penalty turns, and protesting.

For simplicity, this guide does not cover all of the rules and appendices. Sailors are strongly recommended to study the Racing Rules of Sailing 2017–2020 (code YR1) in addition to this publication.

RYA Racing Rules of Sailing 2017–2020

Order code: YR1
RRP: £9.99

This is the official text for racing in UK waters, published as a very handy pocket-sized publication. It is the text of the current rules and the only book including the RYA Prescriptions.

It is an essential reference book for every racing sailor, club, and race official. Additional sections include the RYA Racing Charter, time and speed charts, race signals, and international code flags.

Discounts for all these books apply for RYA members and training centres.

Staff Training: why, how and who?

Can you help me? I'm looking for the round lake with the perfect RYA wind that blows from north to south, providing a steady force 3 cross-shore wind. The flags flutter and the jetty is usable in all conditions.

I heard about this place when it was used to explain much of what I was taught on my instructor course. Strangely, I'm yet to find it!

We now have RYA training centres across the world, providing a plethora of very diverse training grounds. We have the rough and chilly waters of the English Channel and Irish Sea, the unpredictability of Bass Strait, wind-blown swell in the Straits of Messina and tidal currents of the Menai Straits and Solent. But it's not all about tide and currents. Let's not forget the more commonly experienced slippery concrete banks of a man-made lake, the dangers that a cold winter can bring to UK waters, the unpredictable weather created from Katabatic wind in the Grecian Islands or underwater dangers in warmer climates, such as jelly fish and sharks!

Think about all these different environments and we quickly come to realise it is impossible for all these scenarios to be covered in RYA instructor training. In fact this isn't what these courses are designed to cover anyway.

RYA instructor courses are designed to develop competent, experienced sailors or powerboaters and provide them with training which enables them to competently teach adults and children, beginners and improvers, following a recognised syllabus. During the course, the Coaches and Trainers are assessing the candidate's ability to take responsibility for teaching, using specific teaching methods for the environment, equipment and conditions at that given time.

RYA instructor training can be delivered by appointed Coaches or Trainers at any RYA training centre which is recognised for that discipline and has permission



to run the course. Although the syllabus and course programme achieve a consistent, standard approach, the variety of locations and conditions in which instructor training is delivered provides a different experience for each individual on each course.

So, with all training centre environments being unique with no 'general' teaching environment, it is vital to build on the generic skills base being taught during instructor training. How do we do this and whose responsibility is it?

Who?

As the Principal or Chief instructor of a Training Centre, it is your responsibility to ensure staff are suitably qualified and experienced. Most importantly you must make sure they receive appropriate, effective and adequate in-house training on the specific requirements

for your centre, allowing them to carry out the tasks required of them.

How and why?

A certain amount of knowledge can be assumed from an RYA instructor qualification, which can be assessed alongside an individual's previous experience. However, it is important that we increase this knowledge, providing specific awareness and understanding of the environments we want them to teach in. This is where staff training is needed.

Generally, as the Principal and/or Chief Instructor, you will know the unique quirks of your operating area: the strange weather systems, a submerged church which prevents capsizing, the exciting choppy water that comes an hour before high tide, or the walls of swell created from wind against tide on a hidden

ledge which allow masts to be left up when towing on one day, but taken down the next!

Staff training does not have to be delivered by the Centre Principal. It may be more appropriate for it to be delegated to the Chief Instructor or experienced Senior Instructor with particular knowledge in a given area. The important thing is that local knowledge is passed on.

Good staff training is key to the safety of staff and students, but also the smooth running of your centre. It ensures quality tuition, and, even more importantly, a safe operation.

When, how often and by who:

- » As a minimum, pre-season training ensures all staff are trained in what is required of them, with periodic updates needed when operating procedures change or are updated.
- » Additional staff training throughout the season ensures refreshment on particular subjects, areas of delivery or complicated environments.
- » Regular and effective staff briefing and debriefing, led by senior staff is good practice combined with reviewing with the staff team.
- » The sharing of lessons learnt from incidents, accidents or near misses ensures well informed and up-to-date staff, as well as a healthy ethos for the sharing of information.
- » Adequate time should be put aside for new instructors, providing thorough briefings on the procedures, site-specific requirements and delivery requirements.
- » The creation of a checklist or staff training manual acts as a helpful reminder of the relevant points and training covered.
- » Ensuring Instructors sign to say they have read and understood the operating procedures of the centre acts as evidence of what training has taken place and when.



Handy tips for dealing with complaints

Customer complaints are usually made up of numerous elements and if any one of those is dealt with effectively at the time, the complaint can be avoided altogether. If the problem has progressed too far for that then you will need to adopt a different strategy.

Given that almost 250,000 people undertake some form of RYA training course each year and potentially another 500,000 people pass through RYA training centres on some other form of activity, the number of complaints we receive is extremely small. However, by the time a complaint about an RYA training centre or instructor has reached the RYA Training Department, it has usually escalated to quite a serious level.

Sadly, when we review these complaints we find, in the vast majority of cases, had the complaint been dealt with effectively at the outset the matter could have been resolved with a minimum of fuss and more often than not the customer will be happy, and will continue on their

training pathway with you.

Despite views to the contrary, the customer is not always right, but whether or not you feel there is any fault on the part of your centre it is absolutely essential that you listen to the customer. Regardless of what you think, the fact the customer has come to you with a complaint means that they believe there is justification. Sticking doggedly to the viewpoint of 'we've done nothing wrong' will not be helpful if the customer is of a different view. Taking the time to listen with an open mind to the customer's grievance (whether you agree with it or not) is essential.

Here are a few basic tips on how to handle complaints effectively and to minimize the risk of them escalating:

- » Listen. Allow the customer to get the matter off their chest without interrupting them.
- » Ensure all staff are aware of the complaints handling procedure and to whom they should be referring complaints.
- » Don't be defensive.
- » Agree a timeframe in which you

will deal with the matter. Tell the customer when they can expect a response. Be realistic.

- » Gather facts. Once you have all of the details from the customer meet with staff and/or other customers to seek their input.
- » Assess the situation once all the facts are known.
- » Respond to the customer. Face to face is best, by phone is the next option and email is the last resort.
- » If there has been a mistake, poor service or any other inadequacy on the part of you or your centre – apologise! An apology is not a sign of weakness but rather the sign of maturity and professionalism. The ability to admit when we get it wrong and to rectify the problem is essential.
- » Be prepared to negotiate. If you have failed to deliver the service that the customer has contracted for then the onus is on you to remedy the situation. If you are adamant that there is no fault on the part of the centre then you will need to rely on your

booking terms and conditions. However, it is always a good idea to pause and consider whether a gesture of goodwill (though not necessarily obligatory) will go some way towards retaining a customer rather than sending them away angry and logging on to social media.

- » Confirm and agree the remedy in writing and keep a record of your correspondence.
- » Monitor trends in complaints. Repeated complaints about an instructor or an area of the business may warrant further investigation, counselling or other remedial action.
- » Make sure also that your booking terms and conditions are up to date and are provided to each and every customer as part of the booking process.

Sticking your head in the sand where complaints are concerned is simply not an option. Dealing with any complaint quickly, professionally and in a balanced manner will go a very long way to towards ensuring a good level of customer retention.

Something for Everyone



The Green Blue out and about

Are you an RYA instructor or training centre interested in adding value to your courses?

Kate Fortnam, The Green Blue's Environmental Outreach Officer, has been calling in at sailing clubs and centres across Wales and Scotland, providing free interactive training to RYA instructors on how to deliver a variety of environment and boating activities in a fun and engaging way. Places visited in Wales included Llandegfedd Sailing Club and Plas Menai Outdoor Activity Centre.

Following the success of the Welsh training sessions, Kate made her way up to Scotland to Castle Semple Outdoor Activity Centre, Galloway Activity Centre and to the island of Cumbrae to train instructors at Scotland's National Activity Centre. Both excursions saw enthusiastic RYA instructors experiencing the activities first-hand and keen to incorporate environmental messages and best practice into their next sessions.

For more information on the resources available, or if you would



like Kate to visit your club or centre to provide instructor training on environmental activities, please contact her at kate.fortnam@thegreenblue.org.uk or telephone 02380 604 227.

For more information about The Green Blue visit www.thegreenblue.org.uk



Tell us what you want

Wavelength goes out three times each year – once in print and twice online. We diligently fill it with news, information and coaching tips, but is that what you really want?

The RYA's training 'family' is very big with this magazine going out to around 23,000 instructors and training centres. It's impossible to be all things to all those people but we want to do the best we can.

How could **Wavelength** be improved for you? Please spare a couple of minutes to share your ideas with us in **this short online survey**.



Welcome to Ionut

Ionut Albu recently joined RYA Training as our Technical Support Officer. For ease of pronunciation, you can call him John!

He is your go-to man for technical problems and questions about our online or digital offerings relating to the delivery of RYA training. He can be contacted on any of the emails addresses below – please choose the one relevant to the issue you are having at the time:

- » certificate.registration@rya.org.uk – for any questions regarding logging in to the website, problems using the registration system, certificate numbers not being validated etc.
- » ebooks@rya.org.uk – technical problems with buying, downloading or accessing eBooks
- » epacks@rya.org.uk – technical problems with providing ePacks to your course students
- » training.plotter@rya.org.uk – issues with downloading, installing or using the Training Plotter (please note: he is here to deal with technical problems and will not be able to help people learn how to navigate!)
- » interactive@rya.org.uk – problems with accessing courses on RYA Interactive.

The preferred method of contact is via one of the email addresses above, to allow Ionut to prioritise calls and make sure that every issue is dealt with efficiently and effectively.

It should be training centre personnel who contact us with technical questions, not students. We will always do our best to help you to help your students. Please do not ask your students to contact us direct.

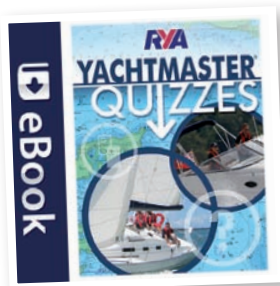
Out now

RYA Yachtmaster Quizzes eBook

Order code: (e-G79)

RYA Members' price: £7.22

RRP: £8.49



This brand new eBook contains 40 quizzes, each containing 10 questions designed to help develop and test your knowledge to help you pass your RYA Yachtmaster exam.

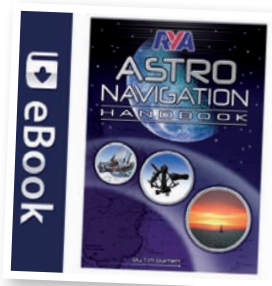
RYA Astro Navigation Handbook eBook

Order code: e-G78

RYA Members' price: £10.19

RRP: £11.99

This new digital version of Tim Bartlett's RYA Astro Navigation



Handbook delves into the ancient art of navigating by the moon and stars.

St John's Ambulance/ St Andrews/British Red Cross First Aid Manual – Revised 10th Edition

Order code: FAM

RRP: £11.99

The revised edition is now available and has been updated to reflect current best practice.



Discounts on all these books apply for RYA members and training centres.

ePacks

We have recently introduced digital versions of the course packs for the following three courses, in addition to that already available for the RYA Marine Radio SRC Course. These are:

- » RYA Level 2 Powerboat Handling Course
- » RYA Inland Waterways Helmsman's Course
- » RYA Personal Watercraft Proficiency Course

This is a really exciting development as it will allow our eBooks to become more integrated with our courses for students who prefer to read and store digital books rather than printed books.

ePacks are already proving popular with our training centres as postage costs will be reduced. However there are a few conditions and considerations associated with their use. If you

are thinking of offering them at your centre, please take time to read the relevant **Training Notice (TN11-16)** and **Training Guidance (TG15-15)**.

The main points to bear in mind are:

1. If you choose to offer ePacks you must also offer the usual printed packs and allow students to choose which format they receive.
2. You will need to be fully conversant with the process that your students follow to download the RYA eBook app and claim the eBook that is part of their pack. You will also be expected to support them with basic technical queries. The technical support is not difficult and all the information you need is available on the website to enable you to be the first line of support for your students.



Exclusive rewards for our Accredited members:

- » Brand new rewards from Anode Supplies, Navionics and Crewsaver.
- » Enhanced rewards on Bulb, Spinlock, Bollé, Proport, Exposure Lights, Hudson Wight, SLAM, Sebago, Ocean Safety, Gill, Musto, OverBoard, Nipper Skipper, Andark, PowerCases and OUREO Merino products.
- » Special Instructor membership card and stickers.

www.rya.org.uk/go/accreditedmembership

Plus our standard membership benefits:

- » Fighting your corner.
- » Access to free boating-related legal 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

Two years free! As an RYA Instructor you can receive five years membership for the price of three. Call the Membership team on 023 8060 4159 for more information.

Fostering inclusivity

In the April edition of *Wavelength* we looked at fostering inclusivity by featuring some case studies of sailors with disabilities progressing beyond learning to sail into helping others by becoming Assistant Instructors. This time, **Jonathan Cheshire** offers practical advice for centres wanting to appeal to a wider audience.

Sailing is often perceived as an activity reserved for those who are white, male, able-bodied, and reasonably prosperous. While this was not unfair twenty years ago, great progress has been made more recently in opening it up to women and people with disabilities (see the article in April's *Wavelength*). However, other social groups are still very under-represented, including those from black and minority ethnic (BME) backgrounds, and sailing centres, clubs, and sail training operators often ask how they can start raising the numbers. This article sets down a few thoughts culled from my experience of running various sailing and youth organisations.

If you have read this far, my presumption is that you have decided to try and increase recruitment from BME groups. Why? There are many reasons: a commitment to social justice, a need to increase sales or recruitment (spending by BME groups is estimated at £300 Billion p.a), requirements of external funders (an increasing trend), concerns about infringing discrimination law, and others. Some of these reasons are better than others, but whatever your motivation, it is important that your organisation really means to give it your best effort. It requires a coherent and organisation-wide commitment: half-hearted or tokenistic attempts will generally backfire on you and may set back wider efforts in the sector.

That said, many of the things that are perceived as difficulties or obstacles are overplayed. Worries about inadvertently causing offence by saying the wrong thing, inappropriate behaviour, providing the wrong food, and so on can be dealt with by sensible preparation and basic good manners.

If you are serious about improving access for BME groups, then here are a few thoughts:

- » **Review your marketing/publicity materials.** First impressions count – do the images you use encourage non-white people to feel welcome? You may have wonderful pictures of people having a great time, but if all the faces are white, the subliminal message may be read as 'not for me'. A general statement of intent that you actively welcome under-represented groups will help.
- » **Booking forms and joining instructions:** Think about aspects of your offer that might not be familiar to BME customers. Some cultures are sensitive about mixed-sex facilities, so on cruising yachts, for example, make it clear that people will be living in confined conditions and sharing heads. Consider running single-sex activities for some groups if feasible. Could you lay on an all-female instructor team if required?
- » **Clothing:** Spell out what is, and is not, suitable clothing. You may need to think creatively about accommodating sensitivities over female dress.
- » **Food:** Many faiths require adherence to restrict their diet to a range defined in halal, kosher, vegan, and other guidance. Be clear what dietary options you can cope with. Many people will accept standard vegetarian food, but clarity before activities start can save trouble later on. Strict Muslims will observe daylight fasting during Ramadan, which inconveniently falls in summer months for the next few years. However, many versions of Islam allow flexibility for people in special situations such as seafarers.

All of this may sound a bit daunting, but given commitment and an open-minded approach, you can do a lot to encourage greater numbers of BME participants. A few suggestions that may ease the process:



- » Talk to local community groups and places of worship.
- » Talk to local authorities – they have been working on diversity for many years.
- » Get referrals through shore-based youth groups and other agencies working in inner city communities.

- » An effective longer term approach is to recruit BME instructors or leaders onto your own staff.
- » Small boat activities, or introductory taster days, may be less problematical as a way of introducing sailing to new groups.
- » Don't get too hung up on worries about 'politically correct' language – it's just basic good manners.
- » Don't generalise or make assumptions about what people will like or dislike – everyone is an individual.
- » If in doubt about appropriate behaviour or language, try just asking!

Finally – a few years ago I wanted to organise a day sail for Asian women in Southampton, and arranged the use of Ocean Youth Trust South's 70' ketch 'John Laing'. OYT staff and I spent a lot of time worrying about providing the right food and dealing with other cultural sensitivities. We sent out all the usual information about suitable clothing and anything else we could think of. On the day, we were all waiting in the cockpit when a minibus pulled up and a dozen cheerful women talking at the tops of their voices spilled out and down the pontoon, carrying huge trays of home-cooked samosas and kebabs.

They were mainly dressed in saris or salwar kameez and little slippers on their feet. Part of the stated aims of the day had been to increase the women's self-confidence. In the event, they pretty much took over the day and after a brisk day's sailing with lifejackets worn over traditional Asian dress, we returned to Ocean Village, friends for life and stuffed with delicious Indian food. As a sail-training exercise it perhaps had not gone precisely as planned, but thereafter my project had a steady stream of enquiries from the Asian community in Southampton.

Open-mindedness, humility, good humour, and a bit of flexibility in planning activities can get you a long way.

Jonathan Cheshire is Chairman of Solent university, Vice-Chairman of Sail Training International and a Trustee of the Association of Sail Training Organisations. He was CEO of Ocean Youth Club from 1989 to 1996.

RYA Membership Development

Many instructors will be aware that we have been working on a new membership model for the last 18 months.

In this time we have surveyed, interviewed, assessed, analysed, discussed and debated numerous pieces of information and data. This told us that instructors want to maintain their professional position, reassurance and to stay safe, recognition and to succeed professionally in their careers. It also highlighted that Instructors recognise the work of the RYA for protecting boaters' rights.

In March the RYA Board approved four new categories of membership which will be launched at the Southampton Boat Show:

Pathway

For those who have just discovered boating and windsurfing.

Personal

For recreational boaters and windsurfers.

Associate

Any boater who presently is a member of an RYA Affiliated Club or Class.

Accredited

For RYA instructors, RYA race officials, RYA race coaches level 2+, commercial endorsement holders and RYA squad members.



All existing instructor members will be moved into the new Accredited membership category from September onwards and will receive their new cards on renewal. Within each category members will be able to choose from U18, U25, Adult and Family membership types.

With a more contemporary look and feel, our four new membership categories will enable us to improve the way we tailor membership benefits for you and ensure you receive product details, services and news relevant to you.

As an instructor you will still be entitled to the current exclusive enhanced instructor offers and discounts. We will continue to work with our reward partners in an effort to reduce your costs of boating further.

If you happen to be coming to Southampton Boat Show (16-25 September), don't forget RYA members can claim a free ticket this year for entry. If you pop into the members' lounge within the Holiday Inn you could get a new card there and then!

Weather courses for instructors

As part of our ongoing efforts to provide further opportunities for instructor development we are delighted to inform you of an exciting opportunity for instructors to enhance their knowledge of meteorology.

Over the winter will be a series of one-day courses run by Simon Rowell. Simon is an RYA Yachtmaster Ocean Instructor and Examiner, and has spent a lot of time getting rained on (some of it warm, some of it cold). He skipped the winning boat in the Clipper 2002 Race and has been Assistant Race Director for that event, as well as Chief Instructor at UKSA. He obtained a distinction in the MSc course in Applied Meteorology at the University of Reading in 2010. He is currently the meteorologist for the British Sailing Team and the Clipper Round the World Yacht Race, and has worked for a range of clients including the RYA, the MCA, and many others.

Two courses are offered: Global and Mid-latitude. The difference between the Global and Mid-latitude courses is that for the mid-latitude day much of the Tropical Weather section is not covered, and much more emphasis is given to more detailed Boundary Layer and Topographic Effects. The course notes are the same for both though.

If your interest lies more towards single location, regatta-type forecasting, the mid-latitude course would be best. If you're leaning more towards ocean crossings or long range passage plans then the global day is for you.

The syllabus is as follows:

Global Weather Patterns: why we have weather and seasons, the

Jet Streams and their importance, the Coriolis Effect and the general surface distribution of the major pressure systems.

Weather Charts and Forecasts: synoptic and surface forecast charts, geopotential height charts, GRIB data, ensemble forecasts and weather sources in general in the GMDSS system and beyond.

Mid-Latitude Weather: depressions, mid-level troughs and ridges, frontal systems, heat lows, rain/sleet/snow/hail, high pressure systems and the ominously named 'storm track'.

Boundary Layer Weather: this is the bit we go sailing in, and covered in this section are sea and land breezes, gusts and fog.

Topographic Effects: wind coming on to and off land, surface convergence and divergence, acceleration zones, katabatic winds and Chinook winds.

Tropical Weather: a definition, the Hadley Cell, trade winds, the ITCZ, diurnal variation, tropical waves, tropical revolving storms, monsoons and squalls.

How to book

The cost per course is £30 (lunch not included) which is a significant discount on the usual course cost. If you are interested in attending, please contact Simon on simon_rowell@rowellyachtingservices.com for further information, payment and pre-course reading.

Dates:

19 December 2016: Global weather patterns

20 December 2016: Mid-latitude weather

28 February 2017: Global weather patterns

1 March 2017: Mid-latitude weather



Exciting Sea School Opportunity Prime Solent Location

Dean & Reddyhoff would like to invite an active, friendly, RYA affiliated sea school to join Haslar Marina, in Portsmouth Harbour

Haslar Marina has over 600 berths for power and sail 7m to over 20m. Located minutes from the Solent.

Business facilities include quality office/classroom space, shoreside storage and various marine services in an attractive, accessible site.

The marina is staffed 24-7 and has new washrooms and two on-site restaurants. Plenty of free car parking, excellent rail links to London.



If you are looking to expand or relocate, call Ben Lippiett or Rachael Foster on 02392 601 201 or berths@haslarmarina.co.uk

Who's who in RYA Training

There have been quite a few staffing changes in RYA Training recently, so here's a quick 'who's who'.

Richard Falk, Director of Training and Qualifications, supported by **Annie Lawler**, Administration Co-ordinator. Helping part-time with general administration is **Beth Jenkins**, who many of you will remember from her time assisting Vaughan Marsh.



Craig Burton, Training Resources Manager, oversees the development of teaching materials and supporting resources.



Vaughan Marsh, Chief Instructor for Sail Cruising and Shorebased courses, supported by **Nicky Hortsmann** who joined RYA Training in April, having previously work in the Racing Department. **Helen Byrne** administers the bookings for all Yachtmaster and Shorebased Instructor courses and updates. **Michelle Weston**, Administrator for RYA Recognition. Michelle has been with us for a few years and looks after the administration of the cruising and shorebased centres. Michelle will be joined next year by Rachael Upton who is currently on maternity leave.



Jane Hall, eLearning Manager, supported by **Victoria Jacobs**, **Amy Frampton** and **Ionut Albu**. Victoria, Training Resources Assistant, looks after RYA Training's section of the website including the jobs page and the listing of training centres. Amy Frampton, eLearning Assistant, started in August and is the newest member of the team, looking after the administration of RYA online courses. Ionut Albu joined us in July and works across RYA Training helping with technical issues – see page 21.



Rachel Andrews, Chief Instructor the Power Schemes, supported by **Tricia Leeson-Smith**, who joined Rachel in 2014 having previously worked as Recognition Administrator.



Nic Wymer, acting Chief Instructor for Dinghy Sailing and Windsurfing while **Amanda Van Santen** is on maternity leave and supported by **Dawn Seymour**. See page 17 to read more about Nic.



Steen Ingerslev, Publications Manager, supported by **Anthony Lovell**, **Stephen Vittles** and **Beth Ingason**. Anthony Lovell, Editor, works with authors and designers to produce the range of RYA publications. Stephen Vittles, eContent Editor, produces our eBooks and Beth Ingason, Publishing Assistant, looks after marketing of publications and foreign rights.



Contact details:

RYA Training 023 8060 4181 or training@rya.org.uk or publications@rya.org.uk.

To contact any one of the team members shown above by email, simply use the format of firstname.surname@rya.org.uk.

The RYA's summer of sailing

From the glory of Rio 2016 to the thrill of America's Cup World Series and the adventure of the Swallows and Amazons remake, inspiration to get on the water has been everywhere this summer.

To capture this excitement the RYA's been offering a whole summer of sailing with free taster sessions for all across the UK. Supported by the RYA, these events are giving people of all ages and abilities the chance to experience the feeling of being out on the water and to sample life at a local club or centre.

Instructors play such an important part in making people feel safe whilst having fun during their first time on the water and we'd like to thank all instructors who've been involved in getting people on the water this summer.

The 'try sailing' events will be running across the country until the end of September so there's still time to encourage your non-sailing friends and family to have a go.

www.rya.org.uk/go/trysailing

Sail for Gold Roadshow

To celebrate the Rio 2016 Games, the RYA Sail for Gold Roadshow travelled up and down the country to venues with a special connection to the sailors competing in the Olympic Games.

More than 1,300 people were inspired to get afloat with free taster sessions and watched all the drama unfold with sailing medal races shown on big screens.

Members of the British Sailing Team were also at the events commentating on all the action in Rio and providing advice on how visitors can start their own Olympic journey.

Bart's Bash

Over the weekend of 17-18 September, sailors across the Country will hit the water to take part in Bart's Bash. The global sailing event sees thousands of sailors from around the world



remember double Olympic medallist Andrew 'Bart' Simpson, whilst having a great day out on the water with friends and family.

This year, Bart's Bash is working with the RYA to raise money for disabled sailing. As the event coincides with the end of the Rio 2016 Paralympic sailing event it

provides a fantastic opportunity for sailors and clubs to show their support for the team and help even more disabled people to get on the water in Bart's memory.

Find out more information about Bart's Bash and how and where to take part at www.bartsbash.com



Affiliated Clubs Conferences 2016

Dates and venues:

- 15 October – London and South East, Bethany School, Kent
- 15 October – Scotland, Kip Marina
- 22 October – South, Royal Lymington YC
- 29 October – North West, Waterside Lodge, Southport
- 30 October – East, Royal Hospital School, Ipswich
- 12 November – South West, South Devon College
- 19 November – Midlands, Landau Forte College, Tamworth
- 26 November – North East, Bedale Hall, North Yorkshire
- 27 November – North Wales venue TBC
- 11 March 2017 – Wales Big Day Out venue TBC

Further details and agendas will be notified to clubs.

Regional contacts

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

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North East and Yorkshire

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North West

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South & Thames Valley

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