

# **ISAF LEARN TO SAIL TRAINING PROGRAMME (DINGHY)**

**PUBLISHED 30 SEPTEMBER 2008**



# ISAF LEARN TO SAIL TRAINING PROGRAMME

## DINGHY

### CONTENTS

	<b>Page</b>
Terms and Conditions of Use	1
Introduction	2

### SECTION 1 ACCREDITED INSPECTED TRAINING CENTRE

Introduction	3
Conditions for Accreditation/Recognition	3
Boat Categories	3
Administration	4
Equipment and Facilities	5
Tuition System	6
Safety Operations	7
Child Protection	9
Audit/Inspection System	9

### SECTION 2 SAFETY GUIDELINES AND PROCEDURES

Introduction	12
Equipment	12
Knowledge and Skill of Instructor	12
Risk Awareness and Management	12
Operating Procedures	13
Local Operating Requirements	14
Accidents and First Aid Training	14
Major Incident Action Plan	15
Duty of Care	16

### SECTION 3 INSTRUCTORS

Introduction	17
Instructor Trainer	17
Instructor	17
Assistant Instructor	18
Instructor Training Programme	18
Power and Safety Boat Certificates	19
Who is Taught by Whom	19
Who Teaches What	19

**SECTION 4 THE SYLLABUS**

Introduction	20
First Experience	21
Level 1 – Getting Afloat	23
Level 2 – Basic Skills	24
Level 3 – Intermediate Skills	26
Optional Extra Modules after Level 3	28

**SECTION 5 TECHNIQUES FOR INSTRUCTION AND TEACHING METHODS**

Introduction	33
--------------	----

**SECTION 6 COMMUNICATION**

Introduction	34
Website	34
Instructor Newsletter	34
Seminars and Conferences	34
Trainee Data Collection and Follow Up	34

**SECTION 7 APPENDICES****Appendix 1 – Job Descriptions and Roles**

Appendix 1-A - Job Description for National Training Manager	36
Appendix 1-B - The role of the Principal	37

**Appendix 2 – Centre Operating Procedure Manual**

Appendix 2-A - Centre Operating Procedure Manual	38
Appendix 2-B - Accident Report Form	43
Appendix 2-C - Major Incident Guidelines	44

**Appendix 3 – Centre Inspection Report Form**

Appendix 3-A - RYA Centre Inspection Report Form IR2/08	45
Appendix 3-B - FFV Assessment Table of FFVoile Clubs	49

**Appendix 4 – Instructor Training Courses**

RYA Dinghy Coaching G14/05 - Pages 46 to 98 inclusive	53
---	----

**Appendix 5 – Techniques for Instructing and Coaching**

RYA Dinghy Coaching G14/05 - Pages 22 to 38 inclusive	54
---	----

**Appendix 6 – Log Book**

RYA Syllabus Logbook G4/05	55
----------------------------	----

**Appendix 7 – Source Reference Data**

71
----

## TERMS AND CONDITIONS OF USE

### 1. Ownership

Save only for extracts of other training material provided to us by the authors referred to and appended to in the ISAF Learn to Sail Training Programme, the International Sailing Federation Ltd (ISAF) is the exclusive owner of the copyright in the ISAF Learn to Sail Training Programme. ISAF has the exclusive right to publish the ISAF Learn to Sail Training Programme in all forms.

### 2. Status

The ISAF Learn to Sail Training Programme is a preliminary draft. It is produced for education and information purposes to aid in the development of national Learn to Sail Programmes.

ISAF may change the ISAF Learn to Sail Training Programme as it sees fit and without notice. Revised versions will be published on the ISAF website. It is the users' entire responsibility to ensure they reference the current version of the ISAF Learn to Sail Training Programme.

ISAF hereby disclaims all warranties and conditions with regard to the information contained in the ISAF Learn to Sail Training Programme, including all implied warranties and conditions of merchantability, fitness for a particular purpose, title and non-infringement.

### 3. Usage

This document is a preliminary draft and whilst the programmes it contains may be used, users must accept responsibility for their own actions. Users cannot state that they are in any way licensed or approved by ISAF.

Use in any way of the ISAF Learn to Sail Training Programme constitutes agreement with these Terms and Conditions.

The ISAF Learn to Sail Training Programme may not be used in reference to any products, services or activity other than those of ISAF and any use must be specifically approved by ISAF in writing.

Access to the ISAF Learn to Sail Training Programme is for information, educational and teaching purposes but not for any commercial exploitation other than as an aid to teaching.

### 4. Reproduction

It is expressly prohibited to reproduce any part of the ISAF Learn to Sail Training Programme, without the prior consent in writing of ISAF. Requests should be made to the ISAF Secretariat, Ariadne House, Town Quay, Southampton, SO14 2QA, Hampshire, Great Britain.

Email: [secretariat@isaf.co.uk](mailto:secretariat@isaf.co.uk)

Copyright is owned by ISAF, except where other copyrights are acknowledged in the ISAF Learn to Sail Training Programme.

### 5. Liability

Use of the ISAF Learn to Sail Training Programme by anyone is at the entire risk of that person and the International Sailing Federation, its agents, its employees and anyone associated with it are not liable for any injury or damage of whatsoever nature relating to such use however the same may have been caused.

## INTRODUCTION

The ISAF Learn to Sail Training Programme ("LSTP") presented is a holistic approach to the provision of a generic national learn to sail programme ("NLSP") suitable for children. It is specifically for learning to sail in dinghies (small, light sailing boats, typically under 5m in length with dagger or centreboards that are launched by the crew. It is intended to be illustrative rather than prescriptive. It is not "*one size fits all*" but does attempt to include current known best practice as a solid foundation upon which to plan a NLSP

No account has been taken of laws and regulations that may apply to training in any given country. Member National Authorities (MNAs) embarking on a NLSP will need to consider local laws, regulations and practices and take these into account.. Professional country specific advice may need to be sought in this regard.

**All parts of the LSTP assume that sail training will be provided at all levels of the NLSP by Accredited Training Centres with qualified Trainers following the fundamental tenets set out in this document. This is particularly important with regard to safety and child management protocols.**

Where appropriate, reference is made to relevant source data that may be helpful in understanding parts of the LSTP in greater detail. At this stage, the source data is mainly provided by the Royal Yachting Association (RYA) and the Fédération Française de Voile (FFV). They both represent the most developed NLSPs, well supported by published information. The FFV material is available only in French, RYA material is in English and increasingly available in translated form. This is not to say that other source documents that may be available are of lesser or greater value. ISAF intends to use other MNA Training Material as source data, and the Appendices will be updated. Publications referred to can be obtained from the RYA as mail order items via their website: [www.rya.org.uk](http://www.rya.org.uk). and from the FFV website [www.ffvolie.org](http://www.ffvolie.org). The International Sailing Federation expresses its thanks for the cooperation and support of the RYA and the FFV in helping to provide the knowledge and material in order to support the LSTP.

The NLSP represented in this document will, from time to time, require revision and updating as training is further developed. It should not therefore be considered as anything more than a view of what we know today. Ensure that you are using the latest version of the LSTP.

A country not currently running a NLSP and wishing to embark on such a project should consider carefully how to set up and manage the project at a national and local level. It need not necessarily be sunk cost with ongoing expenditure. Well managed NLSPs and *Training Centres* can make profits; but, to do so, they need to be customer focussed and provide a safe, high quality product. This is not hard but it does require a degree of expertise, good management and a sound business plan. Established and successful NLSPs all have one thing in common, high level (national) professional management. In our NLSP we refer to this person as **The National Training Manager**. A job description for this role can be seen at **Appendix 1-A**.

From the analysis of the training information provided we have attempted to condense the essential core elements as the basis for the NLSP proposed in this document. A NLSP should strive to embrace the principle of all such elements. In the following Sections of this document we have attempted to set out these key elements as a best practice model.

Teaching people to sail is not a science – The ISAF LSTP in this document is just one example of how to do it.

## SECTION 1 – ACCREDITED INSPECTED TRAINING CENTRES

### INTRODUCTION

To enable the training experience at all levels to be delivered in a **safe, structured environment** that follows a best practice model it is recommended that accredited quality controlled *Training Centres* are established. This will result in a training system that is **undertaken by suitably qualified** staff following **a national syllabus** using **appropriate** well maintained **equipment** and with suitable safety management and support.

This system will also provide the following benefits:

- Training “Brand” that is easy to understand with core values
- Nationally recognized training standard
- Customer quality assurance standard
- Network of training professionals all using the same system

### CONDITIONS FOR ACCREDITATION/RECOGNITION

**Accreditation should be made against a set of clearly defined conditions and be capable of being withdrawn at any time if the conditions are not met. An inspection process that covers the initial accreditation, maintenance of standards and ongoing accreditation is strongly recommended.**

The standards set should attempt to represent the minimum levels that must be achieved and maintained. Accredited *Training Centres* should aspire to exceed the minimum standards established.

The accreditation is seen to be of greater significance if it is in the form of a written conditional agreement or contract.

The fundamental condition for accreditation should relate to active, retained, trained staff who meet the NLSP standards. In particular it will rely upon the permanent full time involvement of a person who is responsible for all aspects of the *Training Centre's* operations and for the conduct of the trainers. This person is referred to in this document as the “*Principal*”.

**The following seven sub-sections set out the recommended standards and conditions that should be considered for accreditation.**

### 1. BOAT CATEGORIES

The *Training Centre* accreditation should be specific to generic boat types e.g.

- Windsurfer
- Dinghy
- Multihull
- Small Keel Boat
- Offshore Keel Boat
- Power Boat

This document only considers accreditation for Dinghy *Training Centres*.  
In a broader NLSP, there may be many common standards for different boat types.

## 2. ADMINISTRATION

A good, well set up and maintained administration is important to the safe, efficient running of a training centre and helps to protect the *Training Centre*, its staff and its users. Training centres should ensure that their administration is conducted as efficiently as possible. Documentation should be brief, clear and representative of what actually happens in the *Training Centre*. Records of all participants attending training courses and certificates issued should be kept. A daily log should be prepared and maintained of those on duty and their responsibilities for each day. Copies should be given (or available) to each relevant person at the start of each day. A daily weather forecast should be obtained and posted before the start of operations on the water and those responsible for on water training and supervision should see this. There should be daily briefings to all the *Instructors* present on that day by The *Principal* (or in the *Principal's* absence a suitable person to take over the role of the *Principal*) that will include all matters likely to effect the operation of the *Training Centre* on that day.

**The *Principal* is the key person responsible for the day to day management of the *Training Centre*. The role is more fully explained in Appendix1-B.**

### INSURANCE

There must be adequate insurance covering all of its training activities in full force and effect. The *Principal* should be required to sign a self-declaration, stating that the *Training Centre* is fully aware of their responsibilities and that they have sought professional advice to assure themselves that they hold adequate cover

### BOOKING FORMS

These should include information about any pre-course requirements and emergency contacts for students. If the *Training Centre* is aware that a student has a medical condition, they should seek further advice from the student.

### INSTRUCTOR QUALIFICATIONS

The *Training Centre* should have a written record of the qualifications of all *Instructors*, which should be available for inspection. There should be an established system for checking qualifications of *Instructors* and for obtaining references.

### CHILD PROTECTION POLICY

*Training Centres* working with children or young people under 18 should have a *Child Protection Policy* and procedures in place. References should be obtained for key *Instructors* working with children or those responsible for the welfare of children whilst at the *Training Centre*.

### ACCIDENT RECORDS/PREVENTION

An Accident Book should be used as a written record for all incidents. This should be reviewed regularly by the person in overall charge of the *Training Centre* and action taken to prevent a repetition. In the case of a major serious incident, appropriate action should be taken to inform any relevant agency (e.g. Police, Coast Guard or Harbour Authority) required by law or local practice.

### INDUCTION TRAINING

The *Training Centre* should have a written induction procedure for all new *Instructors*. The procedure should include all matters relating to the *Training Centre* operation. All *Instructors* should undergo induction training in the running of the *Training Centre* and should sign that they have read and understood the operating procedures manual.

**COMPLAINTS**

A system for receiving and reviewing customer feedback and complaints is a helpful quality control aid. Every effort should be made by the *Principal* to resolve any complaints as quickly as possible.

**CENTRE INFORMATION**

The advertising, promotion materials, brochures, booking forms, joining instructions etc, should be clear and accurate. They should not misrepresent either by implication or omission that the facilities, services and training courses offered, qualifications of *Instructors* or level of recognition differ from those implicit in the accreditation granted to the *Training Centre*.

**3. EQUIPMENT AND FACILITIES****CLOTHING AND EQUIPMENT**

Good personal equipment can make all the difference to the quality and safety of the experience. Buoyancy aids and lifejackets should fit each user securely so that they do not slide up the body of the user. Crotch straps should be used if appropriate.

**BUOYANCY AIDS**

Sufficient buoyancy aids in a range of sizes must be available for all participants.

All buoyancy aids should comply with EN 393/ISO 12402-5 (EC50N standard also acceptable). All buoyancy aids should be inspected regularly to ensure that they are in generally good and serviceable condition.

A system for rinsing equipment in fresh water after use, particularly in salt or unclean environments, provides a more pleasant user experience.

All participants under instruction and Instructors must wear a buoyancy aid that complies with the standard above. Lifejackets may be used as an alternative if appropriate.

**CLOTHING**

If training courses are held in areas where the water temperature and weather conditions are such that discomfort or hypothermia is a risk, it is advisable for participants to wear wetsuits. Wetsuits are also some protection against minor knocks and bruising encountered during the learning process. Sufficient numbers of wetsuits in a range of sizes should be available. Wetsuits provided by the *Training Centre* should be in good condition with an efficient system for cleansing and drying after use. At a basic level this may simply be disinfectant treated fresh water rinsing and hanging to drip-dry.

Waterproofs supplied should be clean and serviceable, and it should be clear on the *Training Centre* joining instructions whether they will be supplied.

In winter or similarly adverse conditions, dry suits may need to be worn.

**FACILITIES**

Separate male and female changing rooms should be provided, with sufficient accommodation for the average number of participants. All facilities provided should be hygienic, tidy and well maintained.

Toilet facilities, with hand washing facilities, should be located within a reasonable walking distance. Separate male and female toilet facilities should be provided to comfortably accommodate the average number of participants.

Separate male and female hot showers should be available. Showers must be provided where the water is subject to blue/green algae or at risk of Weil's disease or other water borne diseases or infections



## STORAGE

The *Training Centre* should store its fuel with regard to the safety of *Instructors*, participants and the general public. *Instructors* who handle fuel should be trained in terms of controlling spillage and fire risk.

## WORKSHOPS

Workshop areas should be clean and tidy with no unnecessary hazards. They should be clearly marked as “no go” areas for participants or unauthorised personnel.

The *Training Centre* should ensure that relevant personnel are trained in the use of any hazardous substances that are in the workshop area and that these substances are stored safely.

## 4. TUITION SYSTEM

The *Principal* is the person with overall responsibility for the safety and quality of all tuition at the *Training Centre*. The *Principal* is expected to ensure that these standards are implemented and monitored so that they comply with the national training programme guidelines. If the *Principal* is not on site during training activities he may nominate an alternate person to be in charge in his absence. This person must be a qualified *Instructor* with the experience and knowledge to ensure that all safety procedures are followed and the *Instructors* are teaching to the required standards on a day to day basis. If no suitable person is available to deputise for the *Principal* then training activities should be suspended.

Good tuition requires that good teaching methods are delivered on appropriate equipment with suitable student: *Instructor* ratios. A flexible teaching approach to ensure that this can be delivered in a variety of conditions is essential. Tuition should be safe, informative and enjoyable.

## INSTRUCTORS

The core of an accreditation system is suitably qualified and experienced *Instructors*. They are the people who manage and deliver the training experience and who will ensure that the training environment is safe. The *Instructor* qualifications will be considered in greater detail in Section 3. In this LSTP there are three levels of qualified *Instructors*:

- *Instructor Trainer*
- *Instructor*
- *Assistant Instructor*

All training activities should be run and supervised by a person holding an appropriate and valid minimum qualification. The table in Section 3 indicates who teaches what and who should be supervising the activity.

## STUDENT : INSTRUCTOR RATIO

These should be observed for all training courses, at all levels and at all times in relation to the type of craft:

- **Crewed dinghies**  
3:1 for beginners with *Instructor* onboard.  
Maximum 9:1 but not more than 6 boats per *Instructor* (e.g. 3 Wayfarers with 3 participants in each, or 4 Picos with 2 participants in each)
- **Single-Person dinghies**  
6:1 (applies only whilst the boats are used as single-person)  
The *Assistant Instructor* counts as qualified in the ratios, but should only work under the direction or supervision of an *Instructor Trainer* or *Instructor*. *Instructors* may be assisted by unqualified helpers who are competent and experienced. The unqualified helpers should be supervised by an *Instructor Trainer* or *Instructor* and only deployed in roles appropriate to their skills and awareness. Unqualified helpers do not count in the Student: *Instructor* ratios.

## FIRST EXPERIENCE SESSIONS

A training centre that offers First Experience sessions designed to provide a short introduction or to demonstrate the basic skills of sailing (e.g. taster sessions or part of multi-activity training courses) should ensure that the safety boat ratios for such sessions are observed.

## COURSE PROGRAMMES

The programmes taught at the *Training Centre* must demonstrate that the background theory and practical syllabus for every level for which recognition is granted is adequately covered.

## VISUAL AIDS

These should be provided as appropriate to the level of courses being offered. At the most basic level it is suggested that a black/white board be available.

## LOGBOOKS

These should if possible be supplied to participants and a range of back up materials such as handbooks and videos are desirable as reference material.

## ADEQUATE DRY AREAS ASHORE

Dry areas should be provided to give shelter in bad weather and to enable a comfortable environment for shore-based teaching. If possible, these areas should be appropriately furnished and equipped for this purpose.

# 5. SAFETY OPERATIONS

The *Training Centre's* documentation should attempt to record the actual procedures that take place. The emphasis should be on what is done to make *Instructors* and participants as safe as possible, not on recording every detail.

## OPERATING PROCEDURE MANUAL

After identifying the risks and all other relevant circumstances that effect the operation of the *Training Centre*. The *Principal* should produce a written operating procedures document that is available at all times, the purpose of which is to inform *Instructors* how the *Training Centre* works and their role in this. This should cover basic operations including who is in charge. If there are laws that relate to health and safety then these must be reflected in the operating procedures (expert help is advised in this area).

The operating procedure manual should include the steps to be taken in the event of a major incident/serious accident at the *Training Centre* (an emergency action plan). This would normally include first aid, calling emergency services and recording any relevant information. The operating procedures document should also take into account any activities that take place outside of the normal training areas such as day-sail venues.

*Instructors* must be trained to understand the operating procedures of the *Training Centre*. *Operating areas* for training should be clearly designated and described and be free from unacceptable hazards. *Instructors*, should be aware of designated *operating areas* and should observe them.

An example of a *Centre Operating Procedure Manual* is shown at **Appendix 2**. It can be simplified for a single *Training Centre* operation as required.

## MARITIME COASTGUARD AGENCY (MCA) (OR SIMILAR RELEVANT COASTGUARD AGENCY) CODES OF PRACTICE

*Training Centres* operating in coastal areas may be required to comply with local regulations that relate to sailing or powerboats being used for tuition at sea. These should be part of the operating procedure manual.

**LOCAL HAZARDS**

*Instructors* and participants should be made aware of local hazards and any risks associated with other water users.

**BRIEFING**

There should be a system in operation to ensure that participants have been briefed on how to use all relevant safety equipment and that their competence is checked.

**LAUNCHING AND RECOVERY AREA**

This should be suitable for the levels of course being taught, the types and numbers of boats being used, prevailing weather pattern and any local tidal effects.

**OPERATIONS LOG**

The *Training Centre* should be using a system that enables them to record and monitor the number of boats and users that are on the water during training.

**EQUIPMENT MAINTENANCE**

There should be a system to ensure boats and other equipment are maintained in good condition and that faulty equipment is removed from the operating fleet until effective repairs have been completed.

**DISABLED PARTICIPANTS**

If courses are offered for disabled users, suitable facilities must be available. It is recommended that further information be referenced from the International Association for Disabled Sailing (IFDS) and particularly the IFDS Disabled Sailing Manual: [www.sailing.org/disabled](http://www.sailing.org/disabled)

**SAFETY BOATS**

Sufficient safety boats must be available to provide separate cover for all training in progress at any one time. They should be driven by trained drivers and be afloat and ready for immediate use during activities. *Instructors* supervising basic skills courses from a safety boat should not normally provide safety cover for other groups. The mechanical failure of a safety boat should not compromise the safety of the overall operation.

**SAFETY BOAT RATIOS**

Tuition at a *Training Centre* should comply with the following minimum safety boat requirements:

- **Dinghies** (single handed or crewed)
  - Up to 6 dinghies: 1 safety boat
  - 7 to 15 dinghies: 2 safety boats
  - More than 15 dinghies: 3 or more safety boats
- **Recreational sailing**

If a *Training Centre* is providing recreational dinghy sailing which does not include any tuition but which is part of a structured learning programme, each safety boat should provide cover for a maximum of 12 dinghies.

**ENGINE KILL CORDS**

Safety boats with outboard engines must be fitted with an effective, fully functional kill cord of the appropriate length. This system will prevent a driverless safety boat running out of control.

**VHF RADIOS**

The use of VHF radios, if available, should be by trained operators. Where the *operating area* is out of sight of the shore-base, VHF radios or other reliable means of rapid communication must be provided. Dealing with radio failure should also be taken into account in the operating procedures document.

**FIRST AID**

The first aid kit(s) should be located in an easily accessible and clearly marked location. The contents should be regularly checked and re-stocked. A first aid kit should normally be carried in each safety boat. A list of trained first-aiders should be displayed in a prominent position.

**TELEPHONE**

It is essential that there is easy access at all times to a telephone for use in emergencies. A fully functional mobile telephone is acceptable.

## 6. CHILD PROTECTION

It is widely recognized that organizations working with children should take basic steps to ensure that the young people in their care are safe from harm. These steps are usually summarised in a *Child Protection Policy*; stating the intention to protect young people from harm, and procedures outlining the simple steps to be followed.

*Training Centres* working with young people under the age of 18 should have a *Child Protection Policy* and some simple Child Protection Procedures in place.

The subject of Child Protection is not covered in detail in this document, but ISAF recommends that you establish a national Child Protection Policy and each *Training Centre* be required to develop guidelines.

The following are minimum guidelines which should be considered in any Child Protection policy:

- (a) The child's welfare is paramount.
- (b) All children whatever their age, culture, disability, gender, language, racial origin, religious belief and/or sexual identity, have the right to protection from abuse.
- (c) All suspicions and allegations of inappropriate behaviour will be taken seriously and responded to swiftly and appropriately.
- (d) Anyone under the age of 18 years should be considered as a child.

See **Appendix 7 - Source Reference Data** on Child Protection.

## 7. AUDIT AND INSPECTION SYSTEM

For ease of understanding a suitable inspection process, examples of a *Centre Inspection Report Form* is shown at **Appendix 3-A**. **Appendix 3-A** is specifically referred to in the following paragraphs relating to the inspection system described. Also shown at **Appendix 3-B** is a translated example of the FFV Club assessment table, "*FFV Assessment Table of FFVoile Clubs*" that follows a very similar procedure.

An inspection process for Accredited *Training Centres* will be a determining factor in the continuing quality of the training process, safety standards and the sustainability of a national training program. The initial hurdle of obtaining accreditation is a clearly defined starting standard. Maintaining that standard and the operating procedures will rely on some form of checking. A full annual inspection to the standard required for accreditation is desirable but may be impractical if resources are limited. The best method for inspection is little and often, random visits and random items chosen from a master list. A good *Inspector* will quickly see if things are wrong and will look further and probably check everything. A well run *Training Centre* will be apparent from the initial

inspection and require a less rigorous approach. However, an annual inspection should be a requirement of any well managed NLSP.

*Training Centre* inspections would be undertaken by the *National Training Manager* or a senior experienced *Instructor Trainer*. In a start up NLSP an outside agent with relevant experience and equivalent qualifications from a well established NLSP could also be used.

The most important role of an *Inspector* is not to fill in forms and find fault but to work with and help a *Principal* solve problems in a positive way, if you like a fresh pair of eyes. *Inspectors* should be encouraged to pay particular attention to all levels of *Instructor* Power Boat and Safety boat training and qualifications.

### INITIAL INSPECTION FOR ACCREDITATION

During this inspection, the equipment should be available and the *Principal* and the *Instructors* must be present. The *Principal* and the *Inspector* will complete the *Centre Inspection Report Form*, which the *Inspector* will return to the *National Training Manager*.

If the *Training Centre* does not fulfil the requirements for recognition a re inspection may be necessary, for which an extra fee could be charged.

Following the initial inspection, *Training Centres* will normally be visited on at least an annual basis and can be visited at any time, with or without prior notice.

### ANNUAL INSPECTIONS

Prior to an inspection, the *Inspector* would contact the *Training Centre* to arrange a suitable time. The *Principal* would complete the appropriate sections of the inspection form prior to the *Inspector's* arrival. The *Principal* and *Instructor(s)* should be present and must make every effort to facilitate the inspection including the observation of on-water tuition wherever possible. The *Inspector* should expect to see the *Training Centre* running a course, as part of the inspection will involve talking to the participants.

Apart from the obvious requirement for ensuring that the teaching, equipment and safety are satisfactory, the *Inspector* can help by identifying ways of improving courses by on the job training and help with coaching in a number of areas, depending on his/her specific expertise.

During the visit the *Inspector* may make recommendations about the equipment, courses or procedures which require attention to bring them in line with requirements. These will be listed on a summary report form and The *Principal* and *Inspector* will agree a date for implementation. The *Inspector* will be familiar with the constraints of running a *Training Centre* and should be able to advise on the best course of action.

The *Inspector* may recommend that a re-inspection is carried out to check on satisfactory implementation. If an inspection shows that a *Training Centre* is seriously below standard, recognition may be suspended.

The *Inspector* will not carry out a full safety audit, only a sample of activities and systems until they have confidence in the *Training Centre's* safety management. Fully safety audits remain the responsibility of the *Principal*.

### WITHDRAWAL OF ACCREDITATION OR INSTRUCTOR QUALIFICATION

There should be a mechanism in the NLSP to withdraw recognition for contravention of the requirements or spirit of accreditation. There should also be the ability to withdraw *Instructor* qualifications where due cause is shown.

A *Training Centre* or individual wishing to appeal against a decision to withdraw recognition or qualification should be permitted to bring their case to a tribunal convened for the purpose.

Recognition of a *Training Centre* should be vested in the *Principal* and would automatically be revoked on a change of *Principal*, discontinuance of active instruction, insolvency, or sale of the *Training Centre*. A re-inspection may take place before recognition is reinstated. Where an unqualified *Principal*, e.g. the proprietor, employs a qualified *Instructor* to meet the requirements of recognition, such recognition should not automatically lapse on a change of that *Instructor*

provided that the replacement *Instructor* is appropriately qualified. The *Principal* should, however, inform the *National Training Manager* immediately of any such change. The *Inspector's* role is to ensure that the *Principal* clearly understands the requirements of the NLSP as to the proper running of an Accredited *Training Centre*.

**Remember, the safety of all personnel and participants, as well as the standard of tuition, should be the responsibility of the *Principal*.**

DRAFT

## SECTION 2 – SAFETY GUIDELINES AND PROCEDURES

### INTRODUCTION

Most of the requirements to meet a reasonable standard of safety are covered in detail in the preceding Section 1 as part of the requirements for Accredited *Training Centres*. This section deals with the cultural approach required for a safe environment for the delivery of training and serves to emphasize key issues that must be considered to be part of the day to day management of a safe environment for training beyond the accreditation process. Check lists can be a useful tool for a safe operating procedure.

**Accreditation is an annual mile stone – safety is every minute of every day**

### EQUIPMENT

#### SAFETY EQUIPMENT

Try not to compromise on safety equipment – it must be available in the right place at the right time, properly serviced and ready to use and those that will use it must know what it does, how it works and be competent in its use.

#### MAINTENANCE

The people who see and use most of the training equipment every day are the *Instructors*. In addition to the daily checking procedure they should be instilled with the disciplines to look for signs of wear and malfunction and to record this for action.

A system should be in place to isolate and remove from use equipment that is not fit for service. It is not acceptable to continue to run courses with substandard equipment.

#### SUITABILITY FOR INTENDED USE

Use equipment for the purpose for which it was designed and intended.

Ensure that where size matters the right size is available and used buoyancy aid and clothing in particular). Do not attempt training in equipment beyond the ability of those being trained.

### KNOWLEDGE AND SKILL OF INSTRUCTOR

The fundamental resource for a safe training environment is the knowledge and skill of the *Instructors*. If the training standards for *Instructors* are properly managed and maintained and only appropriately qualified *Instructors* are responsible for delivering training at each level then the practice should be inherently sound and safe.

If an instructor training system is adopted that does not include regular updating and further training of *Instructors* then the safety net could be weakened and could eventually fail.

### RISK AWARENESS AND MANAGEMENT

In an increasingly risk averse society it is easy to find reasons not to do anything. The appeal of sailing is that it is a challenging activity, involving contact with the elements and requires appropriate levels of skill and knowledge and a spirit of adventure. In the training environment, safe training will use the skill of those in charge to protect those being trained. You should not attempt to remove risk. You should be aware of the risks and manage them.

Risk management is not a constant and will vary according to the location, local circumstances at the time of the training, and the weather. Against all of these factors, each person undergoing training will have different physical limitations, ability and confidence levels. (A confident swimmer will be a different proposition to a nervous non-swimmer).

*Instructor* awareness of the need for constant observation and assessment of each person in a training group will determine the individual and the groups' ability to deal with the training tasks set and should influence group size, mix and individual supervision levels.

Planning and preparation is the most effective form of risk management. Awareness of the risks is the prerequisite to the planning process.

Most injuries associated with sailing are caused by manual handling of equipment onshore. This includes excessive or awkward loads for one person, slippery or uneven surfaces, repetition or excessive duration of a task. Manual handling should be part of the risk assessment process. In many countries there may be local regulations and or guidelines. These should be referred to and followed.

## OPERATING PROCEDURES

Section 1 has covered in detail the need for an Operating Procedure Manual and covered other aspects of how a *Training Centre* should operate. Spot checks should be used regularly by the *Instructor* in charge.

Below are examples of check lists from which spot checks could be devised:

### 1. SAFETY BOAT CHECKLIST

- (a) Except in the case of heavy displacement craft, kill cords must be fully functional and must be fitted and used at all times when under way. A spare kill cord should be carried for emergency use.
- (b) The safety boats and crew must be suitable for all types of activity undertaken in the *operating areas* and prevailing conditions at the *Training Centre*. The distance from the *operating area* to the shore base should also be taken into account.
- (c) A checklist of equipment should be completed for every safety boat used at the *Training Centre*. The provision of equipment to be carried in the safety boat on inland waters may be dependent on the *operating area* and should be addressed in the *Training Centre* Operation Procedure Manual.

For *Training Centres* operating at sea, the minimum level of equipment to be carried is:

- (i) Paddles or oars;
  - (ii) Bucket or bailer;
  - (iii) Towing Bridle secured to suitable strong points;
  - (iv) Towline;
  - (v) Spare starting cord and minimal tool kit;
  - (vi) Survival bag or thermal protective aid;
  - (vii) Waterproof First aid kit containing (minimum) 2 large wound dressings, 2 medium wound dressings and triangular bandages;
  - (viii) Anchor sufficient for safety boat and any towed craft;
  - (ix) Chain and warp as appropriate to area;
  - (x) Distress flares – 2 orange smoke and 2 pinpoint red, or 2 day/night flares;
  - (xi) Sharp knife, preferably serrated.
- (d) All engine and safety systems must be in full working condition. The following areas should be considered:
- (i) Outboard engines must be securely attached to the boat;
  - (ii) Kill cords must be fully functional;
  - (iii) The steering mechanism should be free and easy to use. Hydraulic steering systems should be checked for leaks regularly;
  - (iv) Throttle and gear changing mechanisms should be positive and reliable;
  - (v) Outboard engines should not slip out of gear or start in gear. If an engine is capable of being started in gear then staff must be aware of this and specifically trained to manage this risk;
  - (vi) Outboard engines should be capable of being locked down and easily raised if required;



- (vii) Fuel tanks and batteries to be securely fastened to the boat;
- (viii) All other equipment should be suitably and securely stowed for the purpose for which it is intended.

## 2. DINGHY FLEET CHECKLIST

- (a) The *Training Centre* should have access to sufficient boats in order to teach all courses for which it is recognized. (See tuition ratio table for acceptable numbers of participants per boat). These boats should be equipped so that it is possible to teach all of the relevant syllabus according to the conditions e.g. boats for seamanship courses should be capable of being reefed afloat. In the case of high performance boats there should be a rigging guide for different wind strengths.
- (b) The boats must be maintained in good condition. The following areas should be considered:
  - (i) Hulls should be well maintained in a good state of repair, watertight and with all fittings and toe straps in good working order. The *Inspector* may wish to test the watertight integrity of any dinghy by capsizing the boat for 10 minutes on each side. No more than 4 litres/1 gallon of water should leak into the buoyancy tanks and buoyancy bags must be adequate and remain inflated;
  - (ii) Running rigging should be well maintained and in a good state of repair. All halyards should be of sufficient length and in good condition. Sheets should be of sufficient length and appropriate diameter and material;
  - (iii) Standing rigging should be well maintained and in a good state of repair. There should be no protruding strands in wire rigging and all shroud pins and split rings should be taped. If the boats are to be towed or left on moorings, a painter should be attached to a suitable strong point on the boat;
  - (iv) Rudder, centreboard or dagger board should be in good condition;
  - (v) Sails should be in serviceable condition for the courses on offer. Sails used for beginner and seamanship courses should be capable of being reefed afloat;
  - (vi) The boats must be suitably equipped (e.g. anchors, paddles etc.) for the *operating area*.
- (c) Consideration should be given as to how to move equipment as safely as possible onshore. Launching trolleys if used should be in a serviceable condition.

## LOCAL OPERATING REQUIREMENTS

A *Training Centre* should take account of all relevant local operating requirements. Whether it is located in a busy commercial shipping area or just in a quiet backwater, where preservation of wildlife may be a major factor, it should consider any and all regulations and other factors that apply to its specific location and include these in its operating procedure. Many busy waterways now have management plans to avoid conflicting interests. Find out if there is such an organization in your area and if there is, consult with them.

## ACCIDENTS AND FIRST AID TRAINING

Accidents will happen and a *Training Centre* must be prepared to deal with all eventualities. It is essential that *Instructors* have basic first aid training from a recognized agency such as the Red Cross and that in particular, they are trained in resuscitation procedures.

- (i) Everyone should know where the First Aid equipment is located;
- (ii) There should be a list of available trained first aid personnel;
- (iii) Someone should be nominated to check and replenish first aid boxes;
- (iv) There should be a procedure understood by all for reporting and recording accidents;
- (v) There should be an established routine for contacting next of kin in the event of a serious accident.

## MAJOR INCIDENT ACTION PLAN

### ADVICE TO PRINCIPALS OF TRAINING CENTRES

These notes give guidelines in the aftermath of a major accident:

- (a) Your first priority is, of course, the safety of participants and *Instructors*, but once onshore you are going to have to deal with the authorities and the press.
- (b) Get a statement from competent witnesses.
- (c) Remove the *Instructor* and key witnesses to a place you can talk to them away from the press.
- (d) Produce a written statement that you can give to the press.  
 E.g. " We regret to announce the death of a training participant who drowned in an unfortunate incident whilst sailing.....  
 What  
 When  
 Where  
 (Brief details only)  
 Our deepest sympathy to the relatives etc. A full statement will be issued at 2 pm tomorrow (give yourself time to collate the information).
- (e) Don't hold a press conference.
- (f) Decide who will speak to the press (one person only).
- (g) Don't allow well meaning but ill informed staff to make public comments.
- (h) Try to keep a record of whom you have spoken to, who has contacted you etc.
- (i) Inform your *National Training Manager* who can assist with compiling your statement to the press.
- (j) If the rescue services have been involved the press will have probably obtained some information from them.
- (k) If there has been a fatality it is likely that the police or relevant authority will contact the *Training Centre* and inform the next of kin. Do not publicise the name of the casualty until you know this has been done, even if the press appear to know who it is.
- (l) If there is national code of practice regulations attached to the boat involved you must inform the relevant authorities, usually within a set time limit.
- (m) Keep any relevant equipment e.g. Lifejackets, *Logbooks* etc
- (n) If required send a report to any authority that you are required to under local and National laws or regulations
- (o) Major accidents at *Training Centres* are very rare but if you are ever unfortunate enough to be involved in one, it helps if:
  - (i) your paperwork is up to date e.g. you have a contact number for the next of kin;
  - (ii) your boats and *Instructors* comply with your own safety policy and the *Training Centre* conditions of Accreditation.

## DUTY OF CARE

*Instructors* will usually teach inexperienced sailors, who may not make sound assessments of the risks inherent in the sport. *Training Centres* are strongly advised to include a health declaration in their booking form, so that they are aware of any additional risk to participants on a particular day. The person in charge of bookings should pass on such information to the individual *Instructor* responsible for that student, who may seek further advice from the student.

The declaration should say that the student, to the best of their knowledge, is not suffering from epilepsy, disability, giddy spells, asthma, angina, or other condition which may affect their ability and is fit to participate in the course. It should be signed and dated by the student (or if under the age of 18 by a parent or guardian) and include details of any medical conditions or injuries and medication being taken.

If there is serious doubt as to someone's health or fitness to take part, medical advice may be sought in advance. *Instructors* must themselves declare to the *Principal* any medical condition, such as one of these listed above, which is likely to affect their ability to carry out their role.

## SECTION 3 – INSTRUCTORS

### INTRODUCTION

It is a mistaken belief that a good *Instructor* needs to be a top sailor or champion. *Instructors* need only to be competent, safe sailors. They must, however, be good communicators and the best *Instructors* will have a passion for making the sailing experience fun and the learning process enjoyable and rewarding. They will be the sort of people who take as much pleasure in the achievements of their pupils as the pupils will themselves.

In this illustrative NLSP the *Instructor* structure is simplified to three levels. This is not a criticism or comment on other training programmes with perhaps a more complex structure, just an expedient way to establish the key roles for a start up NLSP. It must also be remembered that in other well established training programmes, the momentum in the system with a large pool of long serving volunteers and qualified *Instructors* of trainers permits a more sophisticated approach.

The NLSP refers to three levels of qualified *Instructors*; *Instructor Trainer*, *Instructor* and *Assistant Instructor*.

Set out below is a brief description for each role.

### INSTRUCTOR TRAINER

#### The Role

The *Instructor Trainer* is an experienced *Instructor* who has additionally been trained, assessed and authorised as competent to train and assess *Instructors* and *Assistant Instructors*. Their appointment should be on an annual basis and they should attend an update training session every five years.

#### Eligibility

A minimum age of 20. Will be an *Instructor* with proven ability and will have at least two year's full time experience as a qualified *Instructor*. Must have a thoroughly competent level of personal sailing ability, good teaching, motivational and leadership skills, good fleet management and coaching, and a positive enthusiastic approach based on good communication skills. Will require a signed recommendation from the *Principal* of an Accredited *Training Centre*.

A mature approach is necessary. Training candidate *Instructors* can be a challenging process demanding delicate judgement.

Note: It may be appropriate to use suitably experienced *Instructor Trainers* from other countries to train *Instructors*, particularly during the early development of a new training NLSP.

### INSTRUCTOR

#### The Role

The *Instructor* is an experienced sailor who has been trained and assessed as competent to organize and manage sailing courses within the NLSP. The *Instructor* is qualified to organize and control group sailing tuition and to supervise *Assistant Instructors*. Must be a confident, competent manager, capable of organizing groups of all ages and directing the work of the *Assistant Instructors*.

Accredited *Training Centres* must have a current *Instructor* with minimum two years part time experience or one year full time as its *Principal* or as a full time *Instructor*. The qualification should be updated every 5 years.

**Eligibility**

Candidates must fulfil the following criteria before taking part in the *Instructor Training* course:

- (a) Minimum age 18. A relevant Power Boat certificate (see separate heading below).
- (b) Valid first aid certificate from a nationally recognized organization that will include treatment of hypothermia and drowning resuscitation.
- (c) Signed recommendation from the *Principal* of a *Training Centre*.

**ASSISTANT INSTRUCTOR****The Role**

The *Assistant Instructor* is a competent dinghy sailor, who has been trained to assist *Instructors* with teaching sailing. They should only work under the constant supervision of an *Instructor Trainer* or an *Instructor*.

**Eligibility**

Candidates should be not less than 16 and hold a Level 3 certificate with appropriate Options as taught at the *Training Centre*. Training and assessment would be conducted by the *Instructor* in charge. The training may be based on a 20 hour course covering the teaching methods for beginners. This is covered in **Appendix 4 – Instructor Training Courses**.

**ASSESSMENT**

Candidates will be assessed on their practical teaching ability with beginners. Successful candidates will be awarded an *Assistant Instructor* certificate by their *Principal*.

**CERTIFICATE VALIDITY**

The *Assistant Instructor* Certificate awarded to successful candidates would be valid only at that *Training Centre* in which it was issued for five years.

**Important Note**

As the training and assessment for *Assistant Instructors* is limited to the role of assisting qualified *Instructors* and does not include first aid or powerboat handling, *Assistant Instructors* must never be allowed to work without direct supervision.

It is normal practice for every *Principal* to ensure that all staff are conversant with the teaching techniques and operating procedures of that *Training Centre*. Thus, if an *Assistant Instructor* moves from one *Training Centre* to another, it is likely that his new *Principal* will issue a new *Assistant Instructor* Award after assessment and retraining at the new *Training Centre*.

**INSTRUCTOR TRAINING PROGRAMME**

For generations sailing has been taught by (mostly) willing volunteers, often a parent. This can be a good or bad experience for the student depending on the individuals involved. Sailing now competes with many other active leisure pursuits that offer instant gratification. If the access to sailing is easy and the learning process enjoyable and rewarding, we will succeed to grow our sport. This demands a modern structured approach to training involving the best teaching practices and high levels of safety. There are no shortcuts to achieve this.

Training Instructors to the required levels, not only in sailing skills but more significantly in teaching and communication, is a time consuming but essential part of a successful NLSP. Maintaining the levels established during training is vital to the ongoing reputation of a "National Training Brand".

Asking parents and those in charge of children at schools to permit children to participate in what at first appears to be a dangerous activity demands high levels of trust. *Instructors* are those who

deliver the integrity that earns this trust. They are the ones that will secure the success (or failure) of a new NLSP.

A new NLSP without an established pool of qualified *Instructor Trainers* will need to secure outside help to train their trainers to start the process going. If there are no established qualified trainers then it is essential that outside help and advice is sought.

## INSTRUCTOR TRAINING DETAIL

**Appendix 5 – Techniques for Instructing and Coaching**, covers illustrative relevant *Instructor Training* for a NLSP in greater detail and is highly recommended as a source document showing how to undertake *Instructor Training*.

## POWER AND SAFETY BOAT CERTIFICATES

An essential and integral part of running sailing courses and teaching afloat is safe and appropriate use of a power boat. Just knowing how to start and drive a power boat is not enough. All *Instructors* should have proper training in the correct use of power boats and particularly in techniques for providing assistance to a capsized boat. There is also a need to know the techniques to be used by an *Instructor* in a power boat teaching and coaching students in sailing dinghies.

A NLSP will need to make available appropriate power boat training as part of an *Instructor's* qualification. It may be possible to achieve this by use of an outside agency already providing commercial training who can adapt courses to suit sailing *Instructor's* needs OR, to focus these specialised courses at one *Training Centre*. With the growing popularity of small power boats and RIBS as leisure recreational boats, such courses could prove to be commercially successful if offered to the recreational power boater. In some countries, training is already mandatory to obtain a licence to use a power boat.

RYA Power boat training is currently one of the most comprehensive available to the general public as a well documented and easy to access course. Levels are progressive and easy to understand. See **Appendix 7 – Source Reference Data**.

## WHO IS TAUGHT BY WHOM

The “*National Training Manager*” will be a suitably experienced and qualified trainer of trainers. In a new NLSP, this person will either be recruited from an existing established NLSP or trained by one.

- (a) *Instructor Trainer* is taught by *National Training Manager* or an outside agency
- (b) *Instructor* is taught by *Instructor Trainer*
- (c) *Assistant Instructor* is taught by *Instructor Trainer* or *Instructor*

## WHO TEACHES WHAT

(See Section 4 for details of applicable course levels referred to below)

First Experience

Level 1 – Getting Afloat

Level 2 – Basic Skills

Level 3 – Intermediate Skills

Optional Modules 1, 2, 3 and 4 – Optional Extra Modules after Level 3

All the above levels and options can be taught by all levels of *Instructors*.

However, *Assistant Instructors* must be supervised by an *Instructor*.

## SECTION 4 – THE SYLLABUS

### INTRODUCTION

There are many examples of learn to sail syllabi. All have a common theme and content. Most use different levels, all pretty much achieve the same outcomes. In this model, after the first experience, the syllabus follows a simple three level programme to focus on learn to sail from entry to intermediate skill levels:

- Level 1 - Getting Afloat
- Level 2 - Basic Skills
- Level 3 - Intermediate Skills

When Level 3 has been achieved we suggest adding optional additional short modules as appropriate to broaden the experience and skills of a student according to the equipment being sailed, the local environment where sailing is undertaken and the sailing interests of the student. Those suggested are by way of example only.

Level 3 is defined as that where a sailor is independent of training supervision and able to sail where they wish in good conditions in waters similar to those where training has taken place. Basic racing skills is offered in one of the four options after Level 3. Beyond this option is where racing and advanced skill coaching will commence, which are not covered in this LSTP.

In other sections of this document the delivery of training is covered in more detail. This section is devoted mainly to just the syllabus content for each of the levels

The reason that the First Experience is covered in more detail is that this session is everything to do with capturing the interest and imagination and making sailing seem accessible and fun and wanting the participants to come back for more

Whatever syllabus is used it is recommended that some key fundamental principles are followed:

- (a)** There must be clearly defined progressive levels of achievement. This will provide a road map for all involved and set easy to follow bench marks for educational purposes and for students and parents. It also encourages the participants to stay involved and to progress to the next stage.
- (b) Modules should be divided into 2 hour time bands.** This allows schools and participants to fit sailing into busy schedules and keeps interest levels high (little and often without sacrifice to other interests).
- (c) Use log books.** This provides a passport to other training providers and a permanent record of progress and achievements. An example of a Log Book is shown at **Appendix 6 – Log Book**.
- (d) Certificates, Badges and Stickers.** These are very popular, particularly with younger participants and not only mark and permit open recognition of the levels of achievement but serve to create peer group interest and to promote the learn to sail activities within communities.
- (e) Put the emphasis on teaching afloat.** The more time spent on the water learning by example and spending time sailing, the more enjoyable and rewarding the experience for the participant. Sailing is fun so spend the most time that you can letting your students enjoy it.

**FIRST EXPERIENCE**

**Things to Consider: This is the session that could decide whether the individual will want to become a committed sailor.**

- (a) The purpose of the First Experience is not to teach sailing but to create a foundation for further interest and to impart the potential for enjoyment and fun. It should be short, enjoyable, convey the impression that basic sailing is accessible and leave the participant wanting more. This will be achieved by a short, easy to understand briefing avoiding technical jargon and a carefully pre-planned, controlled sailing experience with the participant given the earliest opportunity possible to be hands on and in control. Children should be encouraged to be in control as soon as possible even with the boat on a leash or tether. The aim should be to build confidence and instil an instant sense of achievement.
- (b) The focus should be on just on the experience. There will be plenty of time later for learning how to prepare and rig the boat and basic theory once interest has been created in becoming more involved.
- (c) It is of prime importance that the first experience session is safe, properly supervised by trained *Instructors* and well managed. Location and weather conditions will play a big part in how this is approached.
- (d) Children can lose interest quickly if they are not challenged and involved. Some will be nervous and unsure. The session must progress on a well managed plan to ensure that all are included and involved and engaged in the experience. There should be no gaps or dead time.
- (e) All those involved in the delivery and supervision must have defined roles and know their part.. The ratio of children to *Instructors* is a critical factor. All involved need not be either qualified or experienced sailors if the roles are divided into appropriate skills. On land there will need to be supervision of arrival and familiarisation with land facilities, getting changed, launching and recovering boats and general welfare supervision. None of these activities require *Instructor* skills. On the water, skilled *Instructors* can be helped by less skilled assistants.
- (f) Asking children at the end of the session about what they liked and did not like is a key part of the engagement process. Making sure that all in a group have a chance to express an opinion is important.
- (g) Having the next step ready to talk about to those who want to continue is vital to encourage the interest and build momentum.
- (h) Photos and certificates are valuable mementos and the first key step in bonding to the sailing family.
- (i) Ensuring that informed reports/feedback are made to the parent or the responsible organizing group is a key part of building confidence in the programme

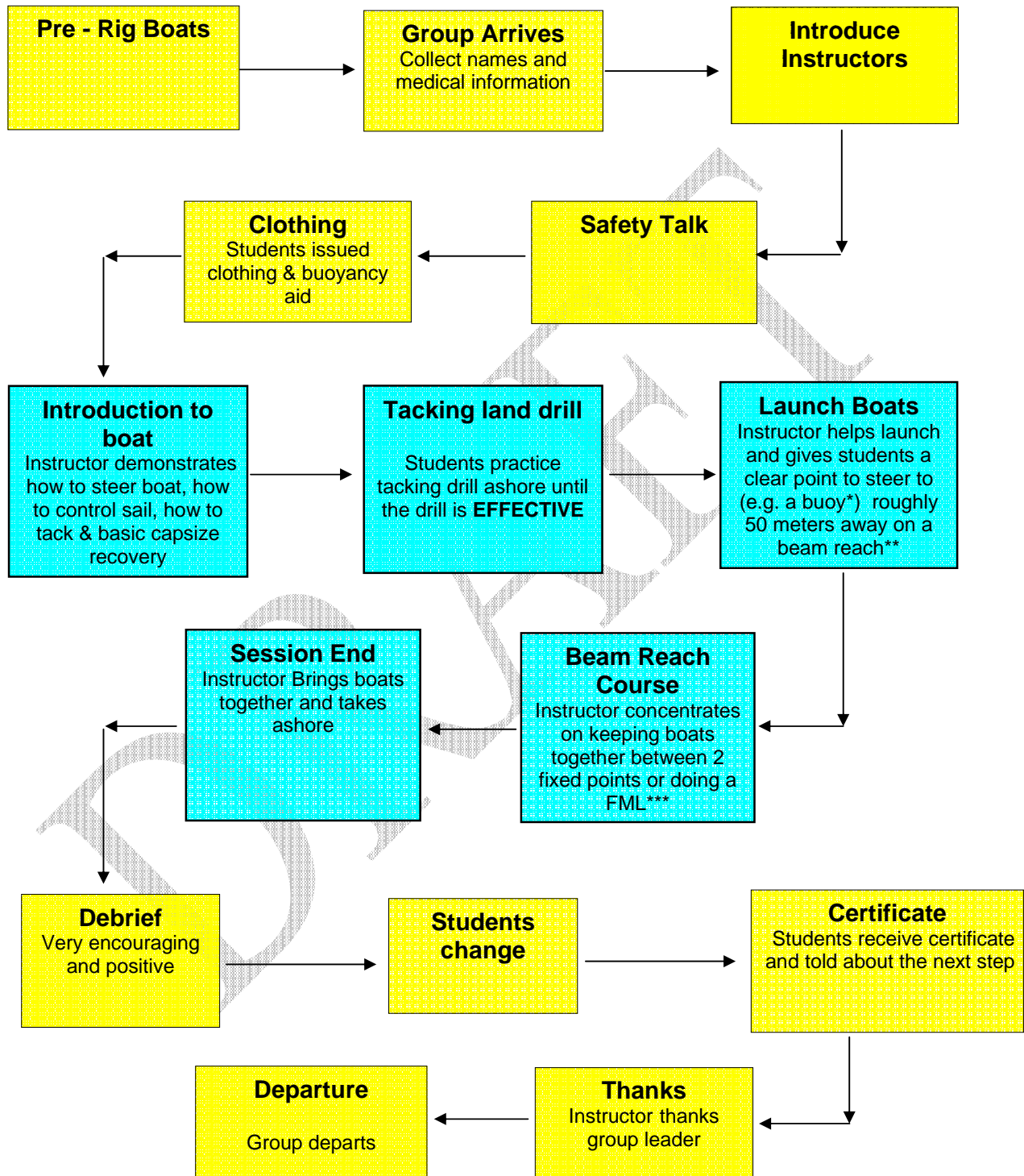


**First Experience - Introduction to Sailing - Programme**

Session time: 2 hours

Group size: 6 students

Conditions: Assumed good with no conflicting boating activity traffic and good launching area beach to work from.



- \* Brief students to turn near the turning buoy, not round the buoy
- \*\* The best way to maintain control is usually to have an assistant in the safety boat, near the turning buoy, and the instructor standing in water at more than centreboard depth. In this way students have help during tacks, plus someone near them at this point – both reducing stress and increasing success rate.
- \*\*\* FML = Follow-my-leader

**LEVEL 1 - GETTING AFLOAT**

At the end of this level the student will be able with *Instructor* guidance to sail a small triangular course, will have a basic understanding of how a boat sails and some experience of steering and handling the boat. A capsize drill will also have been demonstrated with the participants' involvement

**DETAILS OF ACHIEVEMENT****RIGGING**

Able to assist with preparation and rigging the boat.

**LAUNCHING AND RECOVERY**

Can launch and get under way with instruction, secure a boat to the launching trolley and assist with recovery and stowage of boat and equipment.

**BASIC ROPE WORK**

Able to tie a figure of eight knot, cleat a halyard and understands the need to keep ropes and lines and tidy.

**BASIC SAILING TECHNIQUES AND MANOEUVRES**

- (a) Responsive to instruction
- (b) Able to steer while being towed
- (c) Able to steer on a reach and go about reach to reach
- (d) Understands the basic boat controls
- (e) Understands how to stop, control speed and get out of irons
- (f) Can paddle or row

**CLOTHING AND EQUIPMENT**

- (a) Understands what to wear
- (b) Able to put on a buoyancy aid correctly
- (c) Confident in water wearing buoyancy (active play out of depth)

**CAPSIZE AND RECOVERY**

Understands what happens and has experienced capsize and recovery drill under close supervision and instruction.

**SAILING BACKGROUND**

- (a) Knows the names of basic parts of a boat
- (b) Understands what actions to take when there is a need to help others
- (c) Aware of local hazards
- (d) Understands how to prepare for and to be towed
- (e) Has knowledge of wind direction

**COURSE DURATION**

This level will take 5 modules each of 2 hour duration to complete

**LEVEL 2 - BASIC SKILLS**

At the end of this level the student will be able without *Instructor* guidance to sail a proper triangular course, will have a good understanding of the five essential core skills required to sail a boat properly and will be well on the way to becoming a confident small boat sailor

**DETAILS OF ACHIEVEMENT****RIGGING**

Understands where and when to put sails up, the need to put boat head to wind and able to fully rig without supervision.

**LAUNCHING AND RECOVERY**

Can manoeuvre a trolley clear of other boats, is aware of launching and recovery hazards and able to launch and get under way without instruction in an offshore wind.

**ROPE WORK**

- (a) Able to tie round turn and two half hitches and reef knot and know where to use;
- (b) Knows how to gain extra purchases;
- (c) Understands how to manage control lines.

**SAILING TECHNIQUES AND MANOEUVRES**

- (a) Able to control speed, stop, lie to and get out of irons;
- (b) Can go about close hauled;
- (c) Can crew effectively;
- (d) Able to return to beach in offshore wind;
- (e) Able to land on a pontoon or dock;
- (f) Understands the principles of the *Five Essential Core Skills*:
  - (i) Sail Setting;
  - (ii) Balance;
  - (iii) Boat Trim;
  - (iv) Centreboard;
  - (v) Course Sailed.
- (g) Understands what is meant by windward, leeward and gybe;
- (h) Understands the No Go Zone.

**CLOTHING AND EQUIPMENT**

- (a) Can choose and correctly adjust a personal buoyancy aid;
- (b) Understands what to wear.

**CAPSIZE AND RECOVERY**

Can be scooped up during capsize in two-person dinghy, can right boat on own in single-handed person dinghy.

**SAILING BACKGROUND**

Has knowledge of:

- (a) Spars and rigging;
- (b) Parts of the sail;

- (c) Sail controls and foils;
- (d) Offshore and onshore winds;
- (e) Telling someone ashore where you are going and when back;
- (f) The dangers of man made hazards – overhead power lines, weirs, shipping;
- (g) Knowledge of Port and Starboard rule;
- (h) Understands several ways of finding wind direction.

**COURSE DURATION**

This level will take 5 modules each of 2 hour duration to complete.

DRAFT

**LEVEL 3 - INTERMEDIATE SKILLS**

At the end of this level, in good conditions and in waters similar to those where training has taken place, the student will be able to sail in any direction independent of training supervision and to go anywhere of their choice

**DETAILS OF ACHIEVEMENT****RIGGING, LAUNCHING AND RECOVERY**

- (a) Can rig, launch and recover in an off shore wind of moderate strength;
- (b) Can reef a dinghy ashore according to weather conditions.

**ROPE WORK**

Able to tie a bowline, clove hitch and rolling hitch.

**SAILING TECHNIQUES AND MANOUEVERS**

Can demonstrate the basis principles of the following:

- (a) The *Five Essential Core Skills*;
- (b) Sailing on all points of sailing on a triangular course;
- (c) Close hauled tacking;
- (d) Gybing from a run;
- (e) Righting from capsized unaided;
- (f) Coming alongside;
- (g) Picking up a mooring.

**CLOTHING AND EQUIPMENT**

Understands the importance of:

- (a) Personal safety equipment;
- (b) Boat Buoyancy;
- (c) Basic safety equipment, anchor, paddle bailer.

**SAILING BACKGROUND**

Understands:

- (a) How to recover a man overboard;
- (b) The points of sailing;
- (c) How the sail works;
- (d) The importance of clear communication on the water;
- (e) The dangers of lee shores and sailing close to other boats;
- (f) Advice available from relevant agencies (MCA etc);
- (g) The Beaufort wind scale;
- (h) The basic principles of how to start a race and sail a course.

Knows:

- (a) How to obtain weather forecast;
- (b) The basic terminology to use afloat;
- (c) The basic safety practices;

- (d) The rules of the road;
- (e) When to stay ashore (limit of ability);
- (f) When to reef;
- (g) How to start a race.

#### **COURSE DURATION**

This level will take 6 modules each of 2 hour duration to complete.

#### **Detailed Source Reference Material for all levels**

**Appendix 4 – Instructor Training Courses** (specifically pages 50 to 65 inclusive) refers to details of topics covered in the foregoing Levels 1 to 3 and will assist with both course planning and teaching.

DRAFT

**OPTIONAL EXTRA MODULES AFTER LEVEL 3****INTRODUCTION**

Once the student has achieved Level 3 they will be competent sailors, but with limited experience. They may wish to develop their further interest in sailing in different ways, some to day sail, some to become dedicated racers, many to move to higher performance sailing boats with spinnakers. The following optional extra modules suggested are each intended to supplement existing knowledge and introduce participants to new levels of skills appropriate to their interests based on a two day course. This list is purely illustrative and may be added to with other modules to suit local circumstances and needs. Sailing in different weather conditions, particularly in higher wind strengths has not been considered here but may be a very relevant additional module if these conditions are likely to be experienced.

**OPTIONAL MODULE 1 – USING A SPINNAKER**

On completion of this course both the helm and crew will have mastered the basic technique to launch, recover and gybe either a symmetric or an asymmetric spinnaker and will understand the different wind angle zones for sailing with that spinnaker. The course will also begin to focus on good crew team work for the essential management of more complex manoeuvres.

**For further information on how to teach the skills in detail, refer to Appendix 4 – Instructor Training Courses, pages 81-83, “Teaching Sailing with Spinnakers”.**

**RIGGING**

Able to rig spinnaker system and understand all controls.

**SAILING TECHNIQUES AND MANOEUVRES**

- (a) Able to sail as crew or helm using equipment to good advantage;
- (b) Can perform hoist, gybe and drop as crew or helm;
- (c) Understands and can sail best course downwind.

**CAPSIZE AND RECOVERY**

Able to perform capsize and recovery including spinnaker from total inversion.

**SAILING BACKGROUND**

- (a) Has knowledge of best course to sail for type of spinnaker;
- (b) Understands the concept of apparent wind sailing;
- (c) Can access sources of information and apply these for best rig set up in different conditions.

**Course Duration 2 days**

**OPTIONAL MODULE 2 – SEAMANSHIP**

On completion of this course the participant will be able to manoeuvre in a seamanlike manner making seamanship decisions in moderate conditions with an emphasis on increasing self-reliance and decision making.

**For further information on how to teach the skills in detail, refer to Appendix 4 – Instructor Training Courses, pages 76-78, “Teaching Seamanship Skills”.**

**ROPEWORK**

Can tie a fisherman's bend and sheet bend and understands heat sealing and whipping.

**LAUNCHING AND RECOVERY**

Can leave and return to beach, jetty or mooring including windward and leeward shore.

**SAILING TECHNIQUES AND MANOEUVRES**

- (a) Is able to lie to, reef afloat, recover a man overboard and anchor a dinghy in different circumstances.
- (b) Also able to prepare a dinghy to be towed by a powered vessel, sail backwards and can control a dinghy without a rudder or a centreboard.
- (c) Knows how to prepare a dinghy for towing by road.

**CAPSIZING RECOVERY**

Knows how to recover from total inversion (practical session if possible)

**SAILING BACKGROUND**

Understands a range of useful seamanship terminology and knows and can apply the following International Regulations for the Prevention of Collisions at Sea (IRPCS):

- (a) meeting other sailing vessels;
- (b) meeting power vessels;
- (c) following or crossing narrow channels;
- (d) action by stand-on vessel.

**METEOROLOGY**

- (a) Knows sources of weather information and can interpret weather forecasts for the day, including local effects.
- (b) Is aware of changing weather and knows the Beaufort Scale.

**COASTAL SKILLS AND KNOWLEDGE**

At coastal venues (if appropriate):

- (a) Can use tide tables and is aware of tidal streams
- (b) Can apply the rule of twelfths or percentage rule
- (c) has a basic understanding of charts and important symbols.

**Course Duration 2 days**



**OPTIONAL MODULE 3 – BASIC RACING**

This course is intended as a foundation for those wishing to go racing and deals with all the basic information required and skills needed to start and finish a race and to establish basic racing skills.

It will provide enough information for the student to get around a course without presenting a hazard to other sailors. The course should involve the sailor in a range of exercises which build confidence and improve skills.

*Instructors* should emphasize that racing is fun and should refer to the new ISAF Introductory Racing Rules for Sailing - [www.sailing.org/news/22317.php](http://www.sailing.org/news/22317.php)

**For further information on how to teach the skills in detail, refer to Appendix 4 – Instructor Training Courses, pages 91-98 inclusive “Racing Instructor Training”.**

**GENERAL****BACKGROUND**

- (a) Insurance and measurement certificates
- (b) Choosing the right boat for you
- (c) Handicap and one design racing, Portsmouth Yardsticks

**BOAT PREPARATION AND TUNING**

- (a) How to rig a racing dinghy;
- (b) The availability of class tuning guides;
- (c) How to alter sail controls around the course and in different conditions.

**THE COURSE AND STARTING SEQUENCE**

- (a) Simple sailing instructions for racing and typical courses;
- (b) Starting systems 5-4-1-go, others used nationally and locally;
- (c) Flags, individual and general recall, shortened course.

**STARTING**

- (a) Use of transits – where am I?;
- (b) How to choose the right end of the line;
- (c) At the gun: clear wind with boat speed, on the line with a gap to leeward;
- (d) Involving the crew to best effect.

**BOAT HANDLING**

- (a) How to make the best use of the *Five Essential Core Skills* when racing, as helm or crew;
- (b) How to round marks;
- (c) Pre-start boat handling at slow speed including starting and stopping.

**RACE STRATEGY****SAILING UPWIND**

- (a) Clear air, gusts and lulls;
- (b) Spotting stronger breeze, headers and lifts (use of tell-tales and references on shore);
- (c) The effect of geography around the course;

(d) The effect of tidal flow.

### **SAILING DOWNWIND**

- (a) Reaching and running;
- (b) Choosing the fastest course.

### **FINISHING**

- (a) How to pick the right end of the line.

### **TACTICS**

How to gain places when boats meet: boat-on-boat tactics.

### **RACING RULES INTRODUCTION**

Introduction to *The ISAF Racing Rules of Sailing*, including the Fundamental Rules (Part 1). Awareness of the definitions of *keeping clear*, *proper course* and *room*, with the aim of getting around the course and avoiding collisions while sailing fairly.

When boats meet:

- (a) port and starboard;
- (b) windward boat;
- (c) two boat lengths at marks;
- (d) including gybe;
- (e) overlaps and penalties.

### **PRACTICAL EXERCISES**

Training exercises should form a very large part of the course. Drills should include starting practice, mark rounding, holding position before start, windward/leeward and triangle courses. Skill development exercises might include covering (piggy in the middle), boat control (bungee on the tiller) etc.

Sailors should be encouraged to practice informally following the course.

**Course duration 2 days**

**OPTIONAL MODULE 4 – DAY SAILING**

Upon completion of this course the participant will have a confident, safe approach to planning and executing a short cruise in a dinghy in coastal waters. To undertake this course the student should have successfully completed the Level 3 course, and strongly encouraged to complete the Seamanship skills course.

**For further information on how to teach the skills in detail, refer to Appendix 4 – Instructor Training Courses, pages 79-80, “Teaching Day Sailing Skills”.**

**RIGGING**

Can prepare and equip a dinghy for cruising including safety and navigation equipment, clothing and food, all stowed correctly.

**SAILING SKILLS**

- (a) Can plan and undertake a day sail including a consideration of pilotage and navigation and collision avoidance;
- (b) Can anchor to effect lee shore landing and departure;
- (c) Is able to self rescue following total inversion and understands how to improvise following gear failure;
- (d) Has knowledge of boat handling in strong winds and difficult conditions (practical where possible).

**PILOTAGE/NAVIGATION**

Can plan a day sail in coastal waters, including knowledge of:

- (a) Navigation resources available e.g. charts, tide tables, tidal stream atlases;
- (b) Navigational instruments and their limitations afloat. Magnetic compasses; variation and deviation;
- (c) Tidal heights and streams (rule of twelfths or % rule), probable changes in weather and the interaction of wind and tidal streams;
- (d) Adverse conditions: planning alternatives/refuges and decision making;
- (e) Interpreting and understanding charts;
- (f) Use of transits and bearings to steer course and fix position;
- (g) Recording position and basic dead reckoning.

**FIRST AID**

Basic knowledge of first aid (those holding a first aid certificate would be exempt).

**METEOROLOGY**

Knows sources of weather forecasts, can do simple interpretation of synoptic charts and is aware of changing weather conditions.

**Course duration 2 days**

**SECTION 5 – TECHNIQUES FOR INSTRUCTING AND TEACHING METHODS****INTRODUCTION**

Sailing competes with many other sports some of which are easier to understand and more accessible. To attract and retain newcomers, particularly young people, sailing has to adopt a modern approach to teaching. Most of all, the learning experience must be fun and rewarding.

**Appendix 5 – Techniques for Instructing and Coaching** sets out a modern and easy to follow best practice guide on techniques for Instruction and Teaching Methods.

DRAFT

## **SECTION 6 – COMMUNICATION**

### **INTRODUCTION**

Good communications are the cornerstone of keeping those involved in a NLSP up to date with the latest training news and developments and will be a key motivator. Good communications also serve to make the public aware of your training brand values and what you deliver. Budget and resources will be determining factors in your choice of communication methods. Listed below are the basic requirements.

### **WEBSITE**

Should have profiles of all Accredited *Training Centres* and contact details. There should also be an overview of the NLSP and if possible, people profiles and current training stories and achievements. If your NLSP is youth focussed then it will need content that is appropriate to this age group as well as to the adults that will be looking for hard facts and information.

### **INSTRUCTOR NEWSLETTER**

This is the key tool to keep your training experts informed and involved. It would ideally be published quarterly and would contain updates, news and articles on training and other relevant material. This could be a publication on a password accessed section of the website or e mailed.

### **SEMINARS AND CONFERENCES**

Gathering your NLSP training team together to discuss matters of common interest and to deliver core messages can be hugely beneficial and creates the opportunity for key note presentations from experts and updates in training information. The networking value for the community of trainers is one of the real values for doing this – sharing experiences, best practices and the opportunity to socialise within the network builds stronger teams.

### **TRAINEE DATA COLLECTION AND FOLLOW UP**

A training programme that issues training certificates and qualifications should look carefully at the benefits of centrally held data. In some countries where the qualifications may be used as part of a licence training programme, this will be mandatory. Whether or not a legal requirement, the ability to communicate with your family of trained sailors will be a major asset in growing your NLSP and generating further income opportunities. The way that you start will determine how successful you become – Collect all data and use this to promote further training opportunities and to reinforce and grow your training brand values.

## SECTION 7 – APPENDICES

	Page
<b>Appendix 1 – Job Descriptions and Roles</b>	
Appendix 1-A - Job Description for National Training Manager	36
Appendix 1-B - The Role of the <i>Principal</i>	37
<b>Appendix 2 – Centre Operating Procedure Manual</b>	
Appendix 3-A - Centre Operating Procedure Manual	38
Appendix 3-B - Accident Report Form	43
Appendix 3-C - Major Incident Guidelines	54
<b>Appendix 3 – Centre Inspection Report Form</b>	
Appendix 3-A - RYA Centre Inspection Report Form IR2/08	45
Appendix 3-B - FFV Assessment Table of FFVoile Clubs	49
<b>Appendix 4 – Instructor Training Courses</b>	
RYA Dinghy Coaching G14/05 - Pages 46 to 98 inclusive	53
<b>Appendix 5 – Techniques for Instructing and Coaching</b>	
RYA Dinghy Coaching G14/05 - Pages 22 to 38 inclusive	54
<b>Appendix 6 – Log Book</b>	
RYA Syllabus Logbook G4/05	55
<b>Appendix 7 – Source Reference Data</b>	71

### **IMPORTANT NOTICE**

Copyright in all the RYA publications referred to is owned by the RYA. No part of the publications may be transmitted, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying or otherwise without the prior written permission of the RYA