

## The Senior Instructor Course Workbook

This workbook contains information, explanations and exercises in preparation for the RYA Keelboat Senior Instructor Course.

The material should be read and the exercises completed as part of the training and assessment process.



NAME:

# **RYA Senior Instructor**

## **Keelboat Workbook**

Published by:

The Royal Yachting Association  
RYA House,  
Ensign Way,  
Hamble,  
Southampton  
SO31 4YA

Tel: 02380 604 100

RYA Training Direct: 02380 604 181

Email: [training@rya.org.uk](mailto:training@rya.org.uk)

Web: [www.rya.org.uk/training-support](http://www.rya.org.uk/training-support)

CONTENTS	PAGE
1: INTRODUCTION	2
ABOUT THE COURSE	
USEFUL LINKS	
SAILING CV	
2: BACKGROUND KNOWLEDGE	6
3: ROLES AND RESPONSIBILITIES	7
THE ROLE OF A SENIOR INSTRUCTOR	
RYA REQUIREMENTS	
SENIOR INSTRUCTOR SKILLS	
4: COURSE PLANNING AND ON WATER MANAGEMENT	10
COURSE PLANNING AND ORGANISATION	
RYA METHOD DELIVERY	
COURSE DESIGN AND CONTENT	
APPROPRIATE SELECTION OF SAILING CRAFT	
WEEKLY PLANNING	
SAILING AREAS AND ZONING	
OPERATING PROCEDURES	
DYNAMIC RISK ASSESSMENTS	
5: INSTRUCTOR DEVELOPMENT AND MENTORING	23
SESSION PLANNING	
BREAKING DOWN A SKILL	
THEORY, LECTURES AND DISCUSSIONS	
THE DISASTER DEPARTMENT	
BREIFING AND DEBRIEFING	
MENTORING	
DEALING WITH COMPLAINTS	
ASSISTANT INSTRUCTOR TRAINING	
TEACHING CHILDREN	
COACHING FROM A POWERBOAT	
6: WHAT'S NEXT	43
7: KNOWLEDGE QUIZ	44
8: NOTES	45
9: COURSE ASSESSMENT AND OUTCOMES	46
10: SUMMARY	48

# 1: Introduction

Following the RYA Sailing pathway and training to become a Senior Instructor (SI) is both an exciting and challenging stage, whether it is for self-development or essential to a centre/club. The RYA Senior Instructor (SI Course) has been designed to develop your skills and help you make the transition from instructing small groups and individuals, to effectively managing the day to day operation of an RYA Training Centre, such as organisation of RYA courses, group control and the supervision and mentoring of your instructors.

The qualities required of an SI are diverse and vary depending on the centre/club you work at and the role you play within their staffing structure.

It's important to speak to other experienced SIs, Principals and RYA Coach Assessors about your interest as soon as possible. This will enable people to assist you with preparation prior to the course, as well as provide support during and post course.

Please also contact your Regional Development Officer, as many regions have SI preparation days and mentoring networks in place to assist and support you.

SIs require many skills including patience, resourcefulness and an ability to deal with students and instructors. Their organisational skills ensure RYA courses are safe, fun and informative.

The SI Course, along with the content and exercises within this workbook have been designed to provide you with an introduction to the knowledge and expertise you will require, and continuously develop, in your role as an SI. G14, RYA Instructor Handbook provides further information.

## **The Workbook**

This document should form a useful resource in preparing you for the SI Course, as well as also acting as a reference aid both during and after the course. The content and exercises have been chosen to help prepare you and your thoughts before your course by exploring the different roles and responsibilities an RYA SI may have.

It is important that you work through all the sections of the workbook. The content and exercises have been specifically chosen to help familiarise and provide you with an introduction to the elements the coaches will cover.

Each section is set out to provide you with an introduction and explanation, with some sections having exercises to be completed, and links to further information, videos or documents which will assist your learning.

Take your time when completing the exercises and consider your responses, this will assist with your understanding of the topic, as well as building your knowledge and understanding for the course.

Although the work will not be formally marked, your course coaches will look at the completed workbook and use it to help them form a better understanding of your knowledge and expertise.

## The Course

During the course, the coaches will assist in laying the foundations of the skills you require, enabling you to undertake the role and continue learning and developing within your environment. Below are some of the main areas that will be covered:

- Short on water sessions that are planned, led and debriefed by the course candidates
- Skill development in areas such as reviewing and course/session management
- Shore based sessions, such as land drills and discussion topics, such as planning, developing mentoring skills and time management.

The RYA Training support site ([www.rya.org.uk/training-support](http://www.rya.org.uk/training-support)) is a useful source of information while completing this workbook and during the SI Course, but especially afterwards within your training centre environment.

Those sites will help with a number of the exercises, as well as giving more general information on the topics covered and those involved with running an RYA Recognised Training Centre.

Further information about the course and assessment is outlined at the back of the workbook.

## Course Preparation

Once confirmed you have a place on an RYA SI course, it is a good idea to start your course preparation as soon as possible to ensure you are adequately prepared, enabling you to make the most of the week.

Ensure you take time to polish your knowledge in the areas above, as well as the RYA Sailing Schemes (youth and adult); RYA method knowledge and delivery; land drills in a cross range of techniques and scheme levels; session structure and delivery.

The centre you have booked your course through, and/or course coach, will send you pre-course information, 'joining instructions', outlining what you can expect from the course, in addition to what will be expected from yourself - You may have already received these. **Make sure you read them thoroughly.**

The type of information you can expect to receive and be asked to consider and prepare are:

- Information about the centre, contact relevant details and course timings
- Personal equipment and resource requirements during the course, such as latest editions of RYA Publications
- Draft programme
- Pre course work requirements, such as:
  - Completion of the SI Workbook
  - Discussion topic to prepare
  - Presentation topics that may be required

### Completing and printing the workbook

The workbook has been created in an editable pdf format, enhancing usability and enabling you to complete sections straight onto the booklet, without having to print. This offers a more flexible approach, providing the ability to save, re-read and correct should you wish too. The document can then be emailed, printed or saved on a laptop and brought to the course.

- **Completion:** Completion of this document, as well as printing and saving requirements may differ depending on PDF format and version, as well as Mac vs PC variances. **Ensure you download the most recent Adobe Acrobat, or download it for free from the Adobe website.**
- **Printing/Saving:** This document is secured and is restricted in its editing, should you wish to do this please save the document, you will be required to 'SAVE AS'. Printing should work as normal.

## Useful links

The workbook will refer to different publications, resources and website pages. These reference will also be useful during and post SI Course.

Visit the RYA Training support site [www.rya.org.uk/training-support](http://www.rya.org.uk/training-support) to provide yourself with further information and understanding in the various subjects listed below;

Latest information and updates	Managing your centre
• Training Notices	• Safety Management
• Training Guidance	Practical Centres: Running a centre
• Wavelength	• Dinghy, keelboat and multihull
• Future events	• Windsurfing
Share your ideas	• RYA requirements
• Briefing and debriefing	Qualifications

Why not place extra links you have found here to help you in the future, such as specific operational requirements; RYA Instructor ratios; safety requirements; equipment checklists, as well as skills required to be an SI; reviewing; method delivery resources and videos.

•	
•	
•	
•	
•	
•	
•	
•	
•	
•	
•	

## EXERCISE 1: Your Sailing CV

Please use the exercise below to consider the type of sailing and teaching you have done. This will help both yourself and the course coaches identify areas of strength and development, as well as providing the course coaches with a more in-depth understanding of your experience.

How many years have you been sailing

How many years have you been teaching/coaching

List the different crafts you have sailed and taught in

List the Recognised Training Centres you have worked/volunteered at

If you have raced, please list competitions/events you have entered (inc. results)

Consider what other life experiences you have that would be beneficial to this course and the SI role

What do you believe to be your personal strengths

Areas you feel you will need assistance in developing

*Having completed the exercise above, you may have identified areas you would like to develop further. There are plenty of people to assist you; your Principal, experienced SI's and Regional RYA Staff. Most importantly, remember to be **SMART** (Specific, Measurable, Attainable, Relevant and Timely) when setting any personal development goals.*

## 2: Background Knowledge

### RYA Recognition

RYA Recognition confirms a centre has passed the high standards of an annual inspection including safety checks. These standards and their criteria are set out in the RYA Guidance Notes, which also cover the requirements such as the standard of equipment, safety and tuition.

Once recognised, a centre is able to issue RYA certificates in the disciplines for which they have been approved, and it is the Principal who is responsible for ensuring the requirements of RYA recognition are maintained at all times.

The Senior Instructor award is the required qualification for becoming a Chief Instructor enabling a centre to gain RYA sailing recognition. The RYA relies heavily on the SI for the delivery and management of safe, enjoyable and informative courses in the UK and overseas. It is therefore vital, that as an RYA SI you are familiar with this guidance.

RYA Recognition requirements are applicable to all training centres whether UK or Overseas and provide a comprehensive overview of all the requirements needed to run a safe and effective tuition, ratios, expectations, equipment and day to day management of staff.

Take a look, at the Recognition Guidance pages of the Training Support Site, for:

- Practical Centres
- About your recognition
- Managing your centre

Remember the link to the RYA Training Support site is: [www.rya.org.uk/training-support](http://www.rya.org.uk/training-support)

We will take a closer look at the RYA Recognition requirements when you look at Operating Procedures later in the workbook.

### RYA Training

The RYA teaching methods within the different training schemes have developed over a long period of time and are used and imitated throughout the world.

The schemes are regularly reviewed to ensure that current developments in the sport and in teaching are reflected.

Each training scheme has course handbook companions to assist students learning, as well as logbooks outlining the course and scheme syllabi. As an SI you should ensure you are familiar with, and have access to, the relevant logbooks, handbooks and resources which accompany the relevant schemes.



### 3: Roles and Responsibilities

#### **SI – the role within a centre or club: Who does what?**

As an SI, you will soon realise that you may take on many different roles and responsibilities depending on the environment you work in.

What is common across all variations, is the need for the SI to have a good overall general knowledge of their own disciplines. SIs need to be able to sail well in a variety of dinghies and/or multihulls and/or keelboats (qualification dependent), demonstrating the correct technique relevant to each type. They are also responsible for ensuring the centre staff can sail and deliver effectively to the RYA method.

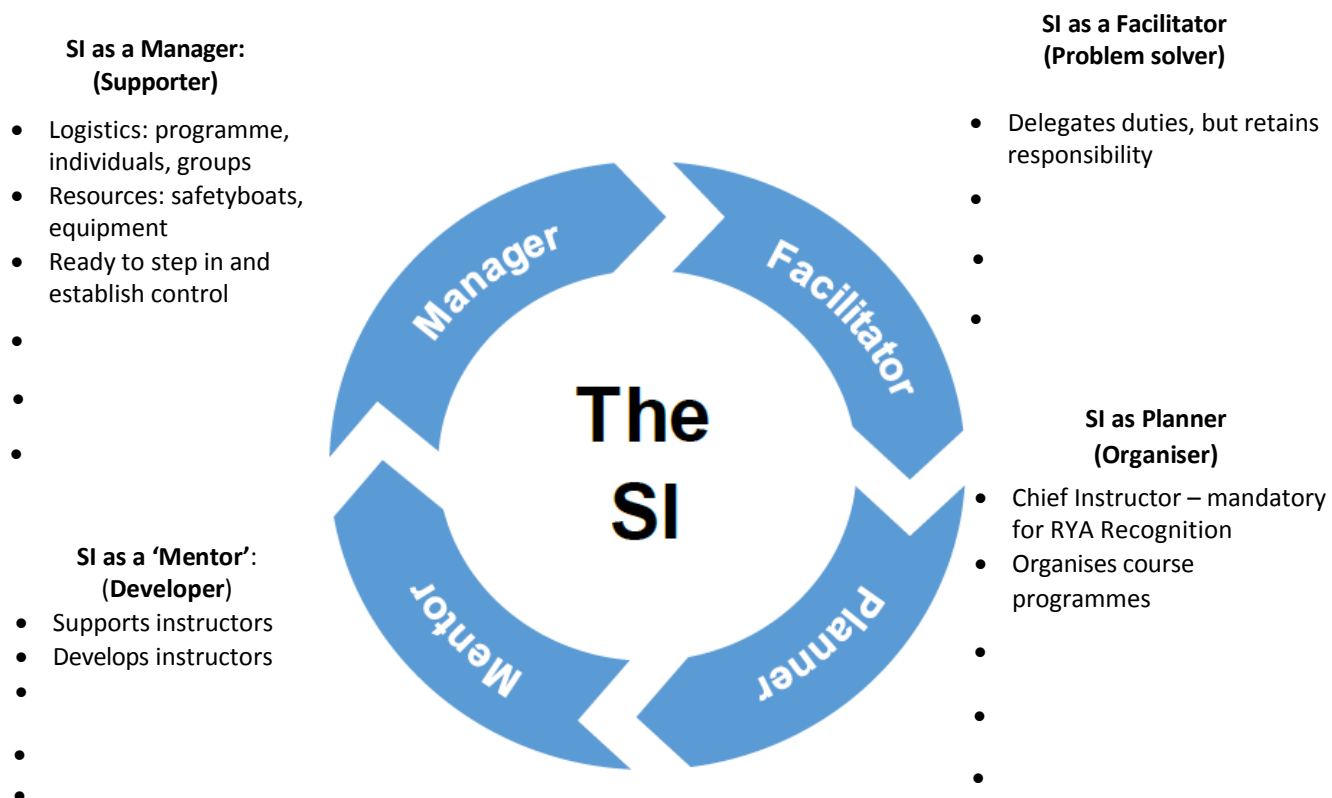
Instructors working at a centre or volunteering at a club may have a greater level of expertise in their particular field. These disciplines are dinghy/multihull sailing, keelboat sailing, windsurfing & powerboating.

Within keelboat sailing for example, this may include a range of different keelboats, both symmetric and asymmetric. Candidates should be proficient sailors, experienced instructors, as well as having a well versed knowledge of the RYA teaching method.

This lays an important foundation when managing a group of instructors, by providing a role model standard of delivery and ability.

Below are just a few of the roles you may find yourself undertaking. You may have heard or used other words than those listed below, such as leader or mediator. We have used those below as most commonly used headings.

**EXERCISE 2:** Consider the roles below, and reflect on your own experiences, assisting us to further understand what the responsibilities and undertakings are for each role. A few initial examples have been provided for you:



## **RYA Requirements**

A centre that provides teaching in all disciplines is required to have an appropriately qualified SI, excluding powerboating and personal watercraft, to oversee each of the specialised training areas. They are referred to as Chief Instructors (CIs).

- Take a look at the 'About RYA Recognition' and 'Practical Centres pages of the [RYA Training Support Site](#)

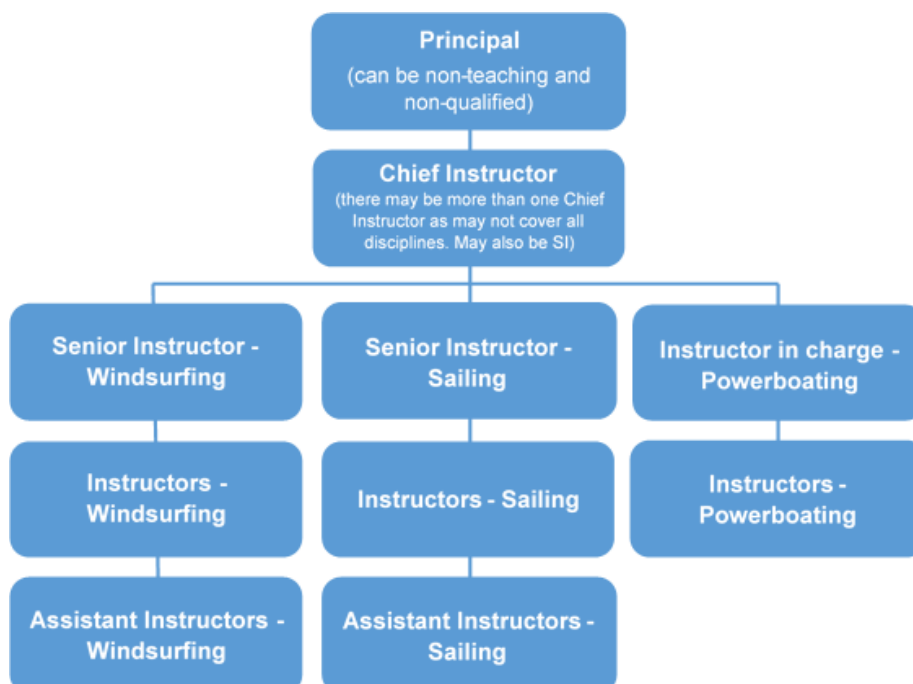
## **Understanding the different roles**

Depending on the type of centre or club, the SI will take on a variety of different roles.

- In a commercial centre, there may be a Principal who has a Chief Instructor working for them who delegates to the instructors or SIs in charge of each discipline delivered.
- In smaller centres and clubs a very different structure and designation of responsibility may be in place. An SI may be appointed to fulfil all roles, although the elected committee members will manage the running of the club.

Below is an example of how the roles within a centre/club are often seen. The Principal of a centre may manage the areas listed below, however in a club these areas may be overseen by committees:

<b>The Principal</b>	<b>The Chief Instructor</b>	<b>Lead SI or CI (If Individual CI's)</b>
<ul style="list-style-type: none"><li>• Administration</li><li>• Finance</li><li>• Staffing</li><li>• Child Protection</li><li>• Buildings and maintenance</li><li>• Purchasing</li><li>• Domestic and teaching staff</li><li>• Equipment replacement and repairs</li><li>• Inspections (All)</li></ul>	<ul style="list-style-type: none"><li>• Manage the staffing for all disciplines and activities</li><li>• Co-ordinate all the centre activities</li><li>• Co-ordinate the senior staff</li><li>• Oversee all programmes</li><li>• Carry out risk assessments</li><li>• Produce or have major input to the SOP's</li><li>• Report directly to the Principal</li><li>• Monitor teaching standards through practical observation</li><li>• Provide feedback to staff</li></ul>	<ul style="list-style-type: none"><li>• All activities afloat</li><li>• Activity programmes</li><li>• Training and development of instructors</li><li>• Instructors daily tasks</li><li>• Mentor</li><li>• Staff Development</li><li>• Training Assistant Instructors (Not powerboat)</li></ul>



## **Senior instructor skills**

As a SI we need to possess many diverse skills, some of which may be the ability to delegate tasks to other instructors. To do this successfully we need to ensure those who are delegated are suitably developed, receive effective training and are ready and capable to take on the tasks.

**EXERCISE 3:** Take some time to consider the club and centre environments where you have worked, using the box below to list the different skills you feel are required. A few examples have been provided to set you on your way. Use the previous two exercises to assist you:

Examples:

- Meeting and greeting students
- Planning sessions
- Staff training

### **The SI role in the delivery of RYA Tuition**

The RYA teaching methods within the different training schemes have developed over a long period of time and are regularly reviewed to ensure that current developments in the sports and in their teaching/coaching are reflected.

It is the Principals/Chief Instructor's responsibility to monitor standards of tuition and to ensure that their team is current and competent. An important element of this is to ensure that instructors are teaching the current scheme accurately and effectively, according to the method. When the centre or club has its annual inspection, the inspector will expect to see instructors teaching to the RYA syllabi, method and guidelines.

### **A Senior instructor**

SIs may choose to delegate certain areas to an experienced lead instructor, however, the SI has a responsibility to ensure that the basic method of delivery:

- Is clearly understood by all instructors
- Is accurate in delivery
- Conforms to the RYA 'method' as presented in the appropriate handbooks

### **An instructor may add;**

- Simple but effective adaptations to suit equipment/venue/conditions/student
- Creative ideas that add to the experience and effective learning of the student(s)
- An interesting/innovative way of delivering technical information and theory subjects

### **An assistant instructor;**

- Works under the direction or direct supervision of an instructor or SI
- Is counted in the tuition ratios as a qualified person (see RYA Guidance Notes for details)

### **An unqualified helper may;**

- Work under the direct supervision of an SI
- NOT be counted as a qualified person in ratios

## 4: Course Planning and On-Water Management

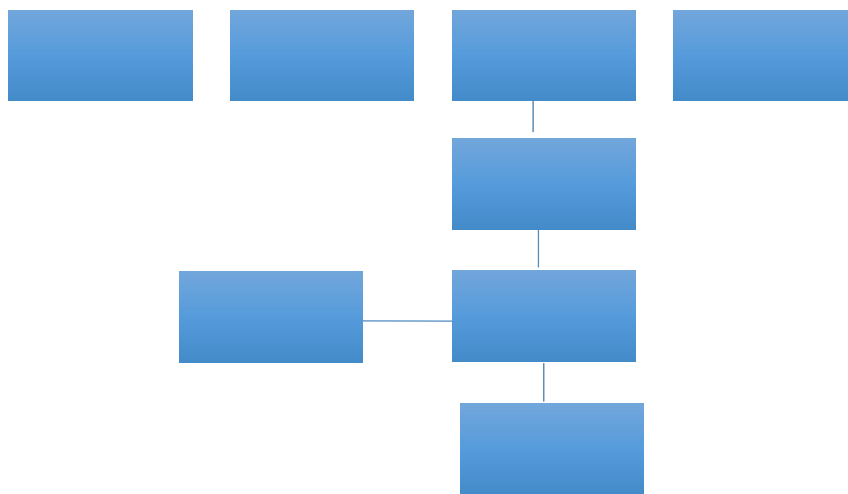
### Course planning and organisation

Planning the weekly and daily activities at a centre or club is an important task, with many factors to consider. This is often the Chief Instructor's or SI's responsibility. Within this section we will look at different types of planning and what they may involve.

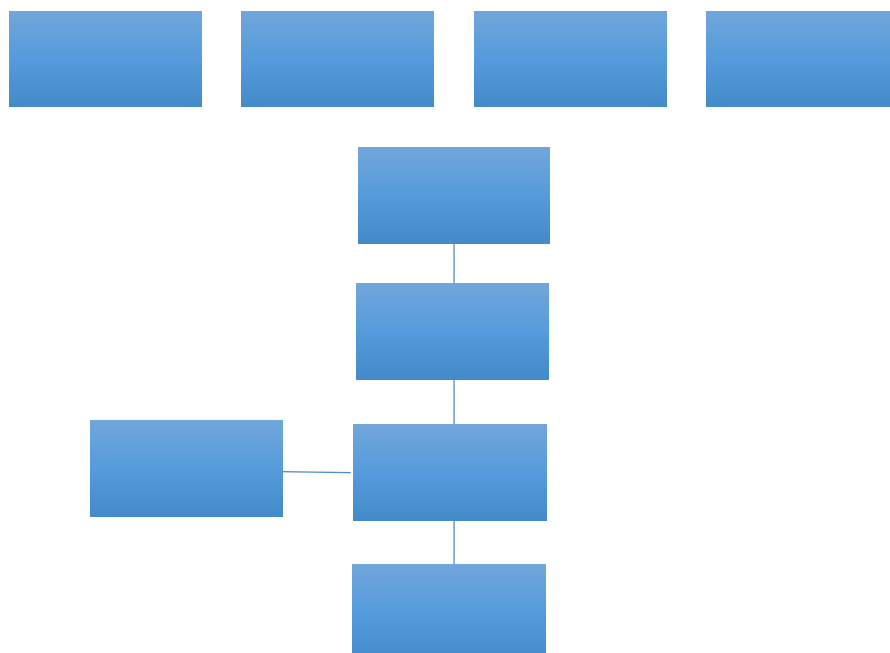
Before we look at planning, let's recap on our knowledge of the RYA scheme and look at the courses available.

**EXERCISE 4:** Please fill in the tables below for the various courses within the RYA Sailing Scheme (SS) and Youth Sailing Scheme (YSS).

#### RYA Sailing Scheme (NSS)



#### Youth Sailing Scheme (YSS)



How well do you remember the sequence and the key teaching points?  
'Share your ideas' within the RYA website under resources, contains a wide range of land drills to assist your revision, as does G14. The following link will take you to [Share Your Ideas](#)

PLUS

SENIOR INSTRUCTOR WORKBOOK 1

**EXERCISE 6:** Now let's consider the planning of an *individual course*, such as a Stage 1 or Start Sailing course at your usual RYA centre/club. What would the SI or lead instructor need to consider when planning? A few examples have been listed below to start you off:

Here are some examples:

- Aim/objective
- Length of course
- *Other resources....?*

## Course design and content

Having considered the requirements for planning a course, let's look at actually programming an individual course. In writing the outline programme, the SI/lead instructor should *consider* what the course outcome should be. Often this is laid out in the syllabus.

What is taught, and when, may be directed by specifics. For example, water levels in tidal environments, progress made by the group, or the syllabus. However the programme needs to be carefully thought out considering what 'goals' are needed at different stages to meet expectations and to enable the students to achieve their desired outcome, and also that you meet the syllabus.

Keelboat session contents are carefully laid out in G14, G4 and G11. Before attending the SI course, it is important that you familiarise yourself with the method, up to and including further sessions, seamanship skills and sailing with spinnakers.

You may be asked to run any of these sessions during the course, so hopefully this exercise will help reinforce your knowledge.

Use the exercise below to help you identify any gaps you may have in your knowledge prior to the course, this will give you focussed revision in the build up to the course.

**EXERCISE 7:** Use the blank programmes below to plan the course requested, a brief overview of the skills to be taught and progression is all that is required, but it should cover the required syllabus content (for this exercise evening work should not be set).

### Ex 7a. Level 1:Start Sailing

DAY	AM		PM
1		LUNCH	
2			

**Resources required:** (i.e.boats, safety cover, marks, etc)

**Ex 7b. Level 2: Basic skills**

DAY	AM		PM
1		LUNCH	
2			

**Resources required:** (i.e. boats, safety cover, marks, etc)

**Ex 7c. Advanced Module: Day Sailing**

DAY	AM		PM
1		LUNCH	
2			

**Resources required:** (i.e. instructors, safety cover etc)



## **Appropriate selection of sailing craft**

Depending on the level of recognition the centre or club has, it may be seeking to instruct students sessions from introductory and beginner, up to the more advanced modules.

These courses require a wide variety of skills to be taught, as well as the centre/club potentially catering for children as well as adults.

**EXERCISE 8:** In the table below, create a 'wish' list of keelboats to cater for the different types of students listed in the first column. The idea is to investigate as many options as possible, so use this exercise to compare craft and increase your knowledge on different manufacturers.

When you are listing the different options, make a note of particular boats that have characteristics which could help a particular group or individual, such as a nervous adult, older sailor, child with restricted mobility, disabled sailor etc, but also being careful that the craft chosen is able to deliver **all** Keelboat elements of the Sailing Scheme syllabus.

If you are unsure about a particular area, it's a good idea to look at manufacturers websites gather other people's opinions who may have more experience working with a larger variety of students and craft.

Level		Keelboat	WHY: Please list characteristics such as: stability and size etc.
1	Beginner: Youth and Adult, Stage 1/2 Level 1/2		
2	Improver (Level 3, Stage 3/4)		
3	Advanced (Advanced Modules – youth and adult)		
4	Sailability		

## Weekly planning

Having considered individual courses, we can take a look at how this contributes to the larger, weekly organisation required in most centres.

Unless a centre runs individual courses only, it is likely at some point that an SI will be required to assist in the wider logistics of planning the activities over a longer period, such as a week, involving different activities such as keelboating, dinghy sailing and windsurfing.

This type of planning requires additional consideration and knowledge to ensure all courses can run with the correct number of staff, equipment and within the RYA ratios and tuition requirements; let's take a look at some of those considerations for daily and weekly planning:

- |  |  |  |
|--|--|--|
| • The group/Individual: Aims and objectives, particular course etc | • Length of the course                       | • Equipment  |
| • Total number in the group (or is it an individual)               | • Staffing: Specific qualifications required | • Tides/Weather                                      |
| • Age  | • Ratios: Tuition and Safety                 | • Any particular medical issues and individual needs |
|  |  | • Refreshments/food/etc                              |

At this stage it would be a good idea to take a look at the 'Practical Centres', specifically: Dinghy, keelboat and multihull of the RYA Training support site. This will help familiarise yourself with the requirements. Pay particular attention to the supervision requirements, tuition and safety boat ratios.

The following exercise should then assist in enhancing your knowledge and understanding of ratios, safety requirements etc.

**EXERCISE 9:** Below is the list of groups attending your centre next week, as well as your staff and equipment. As the SI for the week, use the planning sheet to programme the activities, considering the elements identified above. **A 'workings page' has been provided for you to make notes and consider the exercise prior to completion, alternatively you can print the exercise to enable you to do the workings.**

Note: Tide/weather is excluded to simplify exercise:

	Group 1	Group 2	Group 3	Group 4	Group 5
Name	Gateway School	Saturn Sailors	Stanborough College	Rory Spellbound	Youth group
Date	1 <sup>st</sup> to 3 <sup>rd</sup> May	2nd May	1 <sup>st</sup> to 5 <sup>th</sup> May	3 <sup>rd</sup> May	4 <sup>th</sup> and 5 <sup>th</sup> May
Activity	Stage 1 and 2	Level 3	Dinghy, Keelboat and Windsurfing	Technique improving	Keelboats
Timing: am, pm, all day	PM	All Day	Full days, week	Full day	PM only both days
Number	36	9	16	1 – Individual	7
Ages	9/10	Adult	12 – 18	Adult	16-20
Special Notes	Progressive course, some students have experience	Double handers	Want to do 2 days single handed; 1 ½ days keelboat and 1 ½ days windsurfing	Wants individual tuition in a laser; roll tacking, gybing and race starts	Level 2 group, some experience, regular visitors at the centre

## Weekly planning:

**WORKINGS PAGE:** The following page can be used as a 'workings' page for the Exercise 9

	Group 1	Group 2	Group 3	Group 4	Group 5
Name	Gateway School	Saturn Sailors	Stanborough College	Rory Spellbound	Youth group
Date	1 <sup>st</sup> to 3 <sup>rd</sup> May	2nd May	1 <sup>st</sup> to 5 <sup>th</sup> May	3 <sup>rd</sup> May	4 <sup>th</sup> and 5 <sup>th</sup> May
Activity	Stage 1 and 2	Level 3	Dinghy, Keelboat and Windsurfing	Technique improving	Keelboats
Timing: am, pm, all day	PM	All Day	Full days, week	Full day	PM only both days
Number	36	9	16	1 – Individual	7
Ages	9/10	Adult	12 – 18	Adult	16-20
Special Notes	Progressive course, some students have experience	Double handers	Want to do 2 days single handed; 1 ½ days keelboat and 1 ½ days windsurfing	Wants individual tuition in a laser; roll tacking, gybing and race starts	Level 2 group, some experience, regular visitors at the centre

<b>Staff :</b>	Ross	Jenny	Dawn	Noah	Sam	Milly	Albie	Simon
<b>Qualifications:</b>	Dinghy Instructor	Dinghy Instructor	Assistant DI: <b>(Only available on a Tuesday)</b>	Racing and Advanced Instructor	Keelboat Instructor	Windsurfing Instructor and Assistant DI	Assistant Dinghy and Windsurfing	Assistant DI <b>(Only available on a Tuesday)</b>
<b>Equipment:</b>	4 x Lasers	18 x Picos	3 x 2000	2 x Colgate (With Engine)	8 x Beginner WS	5 x Safety boats		

**Notes:**

Date:	Monday 1 <sup>st</sup> May		Tuesday 2 <sup>nd</sup> May		Wednesday 3 <sup>rd</sup> May		Thursday 4 <sup>th</sup> May		Friday 5 <sup>th</sup> May	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Activity/Group										
Number										
Equipment										
Safety Boats										
Staff										
Activity/Group										
No.										
Equipment										
Safety Boats										
Staff										
Activity/Group										
No.										
Equipment										
Safety Boats										
Staff										
Notes										
<b>Staff :</b>	Ross	Jenny	Dawn	Noah	Sam	Milly	Albie	Simon		
<b>Qualifications:</b>	Dinghy Instructor	Dinghy Instructor	Assistant DI: ( <b>Only available on a Tuesday</b> )	Racing and Advanced Instructor	Keelboat Instructor	Windsurfing Instructor and Assistant DI	Assistant Dinghy and Windsurfing	Assistant DI ( <b>Only available on a Tuesday</b> )		
<b>Equipment:</b>	4 x Lasers	18 x Picos	3 x 2000	2 x Colgate (With Engine)	8 x Beginner WS	5 x Safety boats				

## Sailing areas and zoning

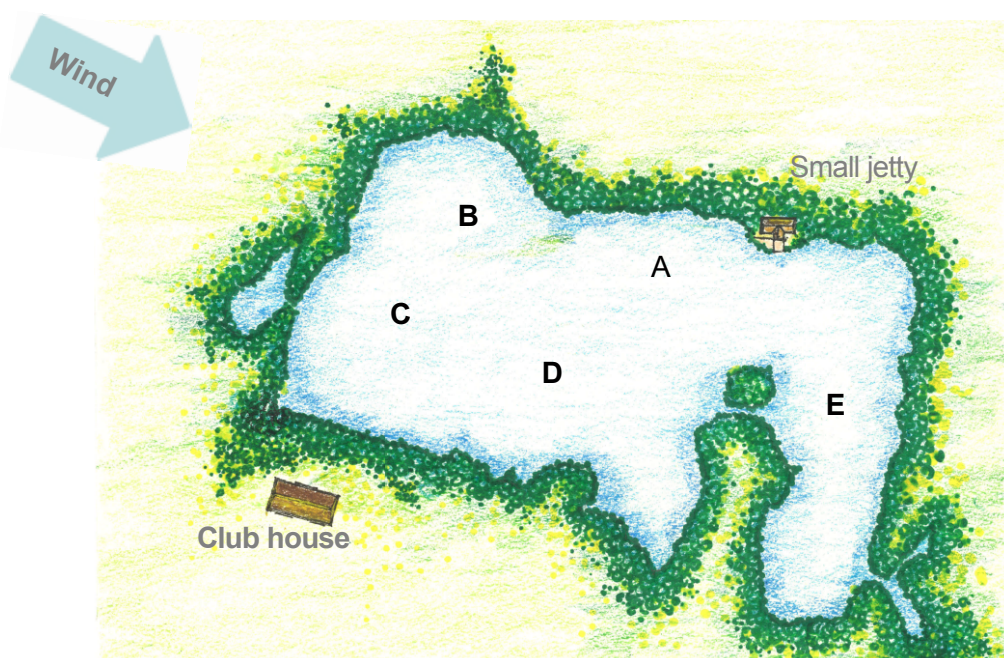
Once we have programmed the activities, we can often delegate the planning of the individual courses to our experienced instructors by supervising and supporting them with the session's aims, objectives and planning. It will also enhance their knowledge and experience.

At the point the groups go afloat, it is the SI's responsibility to supervise effectively and ensure the instructors have planned and then execute their sessions effectively in light of their group's abilities, conditions and session aims.

Logistically, supervising individual groups is easier than multiple groups when launching and landing. Multiple groups afloat require the SI to pay more attention to considerations such as: timings of launching and landing, where particular groups need to be to achieve their aims safely, and considering other water users etc.

**EXERCISE 10:** Using the large sailing club lake below, allocate the zone most appropriate for each of the four courses listed. remember to consider the weather, ability, level of the groups and their aims. Note, there is a mixture of dinghies and keelboats, as well as keelboats with and without engines. How will this effect your location allocation? Place the zone letter and any notes on particular considerations in the box provided, including why you have chosen to place groups in specific places.

Group	Zone
First 'on water' session of a Level 1: Start Sailing (Single Handers)	
Level 2 Course (2 x Keelboats, No engines)	
Introductory session, School group, first session (2 x Keelboats with engines, instructors aboard)	
Improver spinnaker session (3 x Double Handers)	



Notes:

## **Operating Procedures**

In accordance with RYA Recognition requirements, recognised training centres are required to have a number of documents in place. Take a look at 'Managing your Centre', specifically: Safety Management within the Training Support site for further guidance.

These documents should record what happens in practice, the emphasis being on a *practical* and *workable* document, which instructors can read, understand and put into practice. The centres operating procedures are just one of these documents.

Some of the other documents deemed necessary for the safe management include:

- Health and Safety policy
- Risk Assessments
- Emergency Action Plan
- Child Protection Policy
- Equality Policy
- Staff Qualifications

For this section, we are going to concentrate on the Standard Operating Procedures (SOPs) document.

The Operating Procedure, or Standard Operating Procedures (SOPs) are simply a written record of the routine organisation of a club or centre, effectively a 'user's guide'. The outcomes of the risk assessments play an important part in the creation of the SOPs, and therefore do not need to be wholly incorporated, but should be linked.

It is important the SOPs don't overwhelm the person reading them, and only contain the '*minimum necessary information*', and that they are a 'live' document, with lessons learnt from incidents, accidents and near misses often highlighting required amendments.

The Ops document:

- Takes into account the risks assessed, recording who is responsible, and how certain routine operations, such as fueling powerboats are done.
- It is usually the Principal's responsibility but this may be delegated to the Chief Instructor, especially in cases where the Principal does not hold instructor qualifications or is actively involved in the delivery of tuition.
- Clearly outline roles and responsibilities; staffing, ratio and safety considerations; student, course and training information; operating areas; use of boats and equipment.
- It is good practice to go through the document with your instructors highlighting important points for them to note, especially when changes/amendments have been made
- A signing sheet ensures and proves staff have read and understood the document, providing evidence externally.

Staff training is used to prepare those responsible to make decisions beforehand and whilst afloat. A good operating procedure will be restricted to general or repeatable items, such as any specific areas or practices to be including in instructor briefings, hazards ashore or afloat, specific equipment usage and maintenance, leaving the instructor to run the group.

## **Risk Assessments**

A risk assessment is a careful examination of what could harm people, then introducing safeguards to ensure that the risks are removed or reduced to an acceptable level. Usually carried out by the Principal, these assessments will assist the centre in keeping people safe and reducing injury.

As an SI it is most likely that you will be dealing with the SOPs and not directly with Risk Assessments. In the event that you are required to carry out Risk Assessments, there is plenty of information to assist you in carrying out the task.

## Dynamic Risk Assessments

Whilst an SI will generally not get involved in Risk Assessments, there is a form of Risk Assessment both SIs and instructors are involved in *Dynamic Risk Assessments*.

Dynamic Risk Assessments are the continuous assessments we make as an instructor prior to, during and after our sessions. Identify hazards and assessing risk, whilst continuously monitoring and reviewing our ever changing environment to ensure our student's safety.

Most of the time instructors will act naturally to changing circumstances, especially with experience. However in some instances such as a new environment, a quick deterioration in weather or students abilities, input from the SI may be required, and it **remains** the SI's or Chief Instructor's responsibility.

**For more information visit the RYA Training Support site: 'Managing your Centre', specifically 'Safety Management'. The document: Guidance on writing training centre operating procedures will help you understand this section further.**

The RYA Guidance Notes will form part of the requirements, such as ratios, within your Operations document and working practice. Therefore as an SI it is important a good working knowledge, enabling accurate observation of the RYA requirements.

The following exercises look to enhance your knowledge, as well as the requirements of RYA working practice within them.

**EXERCISE 11:** The Tuition ratios play a large part in the day to day management of a centre, as well as the safe delivery and quality of tuition. Referencing the relevant section of the RYA Training support site, use the table below to note the required ratios in each situation listed:

Activity	Ratio	Guidance note reference point
Double handed (Crewed)		
Keelboat: Instructor onboard		
Keelboat: Max. students: Instructor		
Safety boat for tuition		
Safety boat for recreational sailing		

**EXERCISE 12a:** Assistant instructors (AI) can be trained by a Centre Principal or Chief Instructor who holds a valid RYA Senior Instructor Certificate.

- Where on the Training support site can you find further information:
- Which schemes is this applicable to:
- What is the supervision requirement:
- What is the Student:Assistant instructor ratio:



**EXERCISE 12b:** Short introductory sessions are designed to provide first experiences or to introduce the basic skills of sailing and windsurfing.

- What ratios should be observed during these sessions:

**Exercise 12c:** Consider the difference between an introductory session and an RYA course. Use the box provided below to write down your thoughts on the following areas:

- What are the fundamental requirements that make up a good introductory taster session?
- What should be the main areas of consideration, and therefore differences, when delivering a short introductory session compared to the first part of an RYA Start Sailing?

**Exercise 12d:** What is the Student:Instructor ratio for Keelboats, both when and instructor is on board and not.

**Exercise 12e:** Safety cover is not always required for Keelboat tuition, outline below a) when a safety boat is required, b) when keelboats are able to operated with without safety cover



Continuing from the exercise above. RYA Training Centres offering keelboat tuition are often on larger patches of waters, such as coastal locations, inland estuaries, broads, rivers or large lakes etc. Such environments require the Senior Instructor to consider different aspects and management approaches to the scenarios we have discussed within the 'Sailing area and Zoning', 'Tuition and Ratio' exercises.

In some instances the RYA has different requirements a training centre needs to adhere depending on the operation and vessel. Using both your experience as an RYA Keelboat Instructor, and the RYA Guidance Notes as reference,

**Exercise 12f:** As researched in the exercise above, in most situations, it is a requirement of RYA Recognition that a safety boat accompanies a group afloat. However there is an exception to this rule within the delivery of keelboat tuition, and a keelboat is able to operate without a safetyboat:

- What actions does a training centre need to take, to 'swamp test' a boat and why would they do this?
- What extra conditions does the centre need to comply with regards Training Checklist

**Exercise 12g:** If a centre wanted to run a session with a single keelboat, what would the centre and Senior Instructor need to have considered?

**Exercise 12h:** Recognised training centres are required to comply with regulations of their location, much of which is outlined within the RYA Guidance. When operating in the UK, RYA recognition is an alternative to 'Category 6 of the Small Commercial Vessel codes of practice'

- What is this requirement?
- How would an SI ensure their keelboat instructors were complying?

**Exercise 12h:** Reflect on some of the environments you have taught previously, especially those which may have required different operating and delivering compared to Sailing Scheme tuition in Dinghies or Multihulls. Using the box below, consider the following areas:

- What fleet management considerations does an SI have to consider?
- When delivering courses which can take the group further from the centre, such as Day Sailing, what additional considerations would an SI require their instructor to consider when planning?

## 5: Instructor Development and Mentoring

Amongst the roles an SI needs to perform, they are often required to be a mentor to instructors, especially those who might still be inexperienced.

A mentor may need to advise, train and counsel their staff where and when required.

Mentoring may be carried out on an informal basis and not necessarily within a training programme, or it may be used when a staff member is training for a particular award, or if they are having specific problems with their own performance. Over the following sections we are going to look at how this may take place and in what formats.

### Session planning

We have previously looked at course programming and its effects on the weekly organisation at a centre or club.

To ensure individual course programming is effective, we need to delve a little deeper by looking closely at the organisation of each individual session an instructor is delivering, which subsequently makes up the whole course.

Planning an effective session is a skill learned as an instructor, and continuously developed. Therefore, as an SI it's important to have a clear understanding of what is required to enable mentoring and development of inexperienced instructors and reinforcement of best practice.

### **Ask yourself.....‘What does ‘good’ look like?’**

There are some important considerations to take into account, such as the weather, the time of year, the age and ability of the groups, as well as many more factors when planning a session.

Structure is a fundamental part of any session. To ensure good structure, all sessions need a **Beginning** (brief), **Middle** (exercise) and an **End** (debrief).

As an SI, understanding this structure and what each area should consist of, is a good way to assist both us, and our instructors, to analyse the effectiveness of their sessions.

Let's take a moment to recap these three main areas:

**Beginning:** *The brief, and introduction to the session, what will be covered, how and safety considerations*

**Middle:** *The main part of the session, generally the exercise(s)*

**End:** *The summary (debrief), what has been covered and key areas you want your students to remember*

### EXERCISE 13: Session Ashore

Having taken time to recap on what makes up good session structure, reflect on a '*land drill*' exercise you have run recently and allocate the key words to the headings listed below which will ensure good structure. Here are a few examples: *briefing, location, key words*

Insert chosen land drill:

<b>Beginning</b>	
<b>Middle</b>	
<b>End</b>	

### EXERCISE14: Session Afloat

Having completed the previous exercise, use the same principles to choose and reflect on a session you have run in the past, allocating key words to the correct headings, a few example words have been placed below to start you off.

**NB:** Don't worry about the order within each section, just concentrate on allocating them to the various section. If you think of other areas or headings, feel free to add them to the lists. Refer to G14 for further reading and advice.

- *Holding area*
- *Sailing area*
- *Head count*
- *Marker buoys*
- *Debrief*
- *Timings*
- *Aims and objectives*
- *Safety boat*
- *Whistle*

<b>Beginning</b>	
<b>Middle</b>	
<b>End</b>	

## **Breaking down a skill**

One of the many roles of the SI is to look at a skill, break it down so it is easier to learn for students and easier for instructors to teach. In this section we will examine the RYA skills model. How people learn, why we use a variety of delivery styles and how people progress.

Further reading and information on this subject and many others surrounding instructing and coaching skills can be found in G14 Section: 'Techniques for Instructing and Coaching'. It would be beneficial for you to read this section prior to your course.

The delivery of sessions across the schemes comprise land and water based drills, the various land drills are delivered following the WHOLE~PART~WHOLE structure, therefore a good land drill would look like:

1. Deliver the whole drill at normal speed (**WHOLE**)
2. Break the skill down into smaller parts and demonstrate these parts with key points and stages (**PART**)
3. Rebuild the whole drill, but delivered at a slower speed, with some words, aiding further learning (**WHOLE**)

As SIs manage the delivery of the land drills and mentor instructors, it is imperative that SIs are proficient at not only the various drills with adaptations, but also the delivery model too. Practicing land drills are important so you remain effective in your delivery.

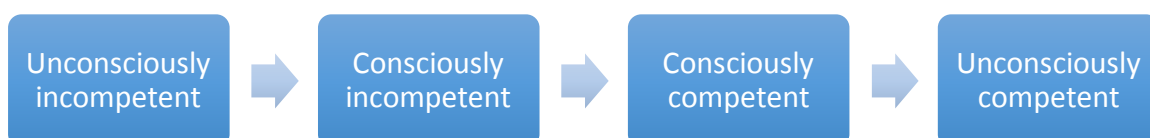
**The RYA have produced a series of videos in the resources are demonstrating the various drills, although they are demonstrated in a dinghies, they are still relevant to ensuring accuracy. Please take some time to watch the videos recapping on the techniques and key points: [Follow this link](#)**

People also learn in a variety of ways for example, by seeing (VISUAL), by listening (AURAL), by reading, or by doing (KINAESTHETIC). These can be summarised by VARK. When we deliver on the water, or ashore we should make sure we meet all these learning styles, **please revisit G14** for further information and techniques on instructing and coaching, as well as reviewing our session delivery to ensure we meet the various learning styles.

## **Basic skills model**

It is also important that we understand the best delivery method;

1. When students are complete novices, they have no idea how hard sailing is, they are **UNCONSCIOUSLY INCOMPETENT**,
2. They then try sailing and realise how hard it actually is, they are **CONSCIOUSLY INCOMPETENT**, at this stage they need small sessions, with instructors telling them what to do in small bite size chunks and plenty of repetition. They are learning the technique by using land drills or by repetition on the water.
3. Once they master this part and they become skilful at the technique and they become **CONSCIOUSLY COMPETENT**,
4. They know they are getting better and what they need to do to get to the next stage **UNCONSCIOUSLY COMPETENT**, they need coaching and mentoring getting them to analyse performance rather than by telling them what to do, they have become skilful at the technique.



## **Theory, lectures and discussions**

During your instructor training, you will have delivered a short presentation on a theory subject from the various schemes. The coaches would have guided you in the preparation and delivery of presentations making them enjoyable, interactive, if possible, and informative to the correct level for the course.

G14 gives lots of advice on presentations, such as ways to enhance your delivery and use of visual aid. It would be a good idea to reference other RYA publications, such as G3/ G12 and topic specific handbooks on navigation and meteorology etc. all of which will enhance your knowledge.

One of the SI roles is to observe the instructors delivering theory sessions and also land based models and they should be able to mentor the instructors to ensure they are current and competent in these areas.

The SI could also be expected to manage a discussion, gathering the thoughts of their staff group. Managing the discussion effectively will ensure everyone has a say, is allowed an opinion and the capture of information. Summarising the discussion at the end ensures collation of key points raised and group agreement in the outcome.

### ***What does a discussion look like? What makes a discussion effective?***

Similar to a presentation, it has a beginning, a middle and an end. Let's explore these area:

<b>DISCUSSION</b>	
Beginning	Introduction of the topic – The AIM: What are we discussing Expectations, what we would like at the end Setting ground rules: Everyone allowed a view/everyone allowed to talk
Middle	Get the entire group to talk, manage the group Develop the conversations Keep discussion on track – stop them wandering off course Fuel the discussion if needed Manage the time SI takes notes and steers the conversation
End	Summarise the discussion Refer back to the AIM Detail the main points agreed during the discussion

A discussion can take many forms; round a table with a chairman, where everyone has input is probably only effective with small groups and can be very formal. There are various other formats for a discussion.

**EXERCISE 15:** Take a look at the different styles below placing further suggestions in the positive and negative boxes:

STYLES OF DISCUSSIONS		
STYLE	POSITIVE	NEGATIVE
<p><b>FORMAL DISCUSSION</b></p> <p>Formal with SI leading as Chair, can be round a committee table, and can use a flipchart or whiteboard</p>	<p>SI in control Can manage strong personalities Can manage time effectively</p> <p>Place your thoughts here:</p>	<p>Large groups may get frustrated as only one person can talk at a time</p> <p>Place your thoughts here:</p>
<p><b>BUZZ GROUPS</b></p> <p>Set scene as a group and break out into buzz groups. Come back together at the end to summarise</p>	<p>People can feel more relaxed More discussion time as group is split SI can stroll between groups watching rather than writing</p> <p>Place your thoughts here:</p>	<p>SI is split between groups and may miss something which isn't recorded Dominant people may not be controlled, they may talk too much in their groups</p> <p>Place your thoughts here:</p>
<p><b>INFORMAL</b></p> <p>Informal discussion in a group where the SI collects thoughts informally The discussion is more like a chat but is still structured and thoughts are collected</p>	<p>Less formality gives a feeling of freedom to express themselves. People feel relaxed and able to talk freely SI can feel relaxed in control</p> <p>Place your thoughts here:</p>	<p>People will talk between themselves rather than the entire group</p> <p>Place your thoughts here:</p>

There may be others you have been involved in and as long as everyone has a say, there is an opening statement with an aim, everyone has input and there is a summary with conclusions at the end then this is a discussion. **You will be given a topic on the course and you will need to prepare and manage a discussion with support from the coaches.**

## **The Disaster Department** – 'When sessions go bad'

Despite the best efforts of everyone concerned and in particular the SI, sometimes things go wrong. The reasons for this are often varied and complex, but 'epics' can usually be attributed to one small thing occurring very early on. It has regularly been demonstrated that if this one small thing is dealt with effectively at the time, the 'epic' doesn't develop. However, if left or ignored, this problem compounds itself into a much bigger situation that becomes much harder to deal with.

Questions that the SI should be asking themselves during sessions might be..... '*What is happening with tide, wind, water and air temperature, other users, etc?*'

But more importantly... *What could happen (changes in the conditions, fatigue, etc), and can I deal with it?*

If the answer is 'maybe not', to what 'could happen', then the session should be stopped and changed. The SI should not wait until the answer is 'no'. By then, it's too late!

The often used saying is, 'learn from our mistakes'. Generally, this is true. However, this quote is only of use if the mistake is small and everyone comes through it unscathed. If the consequences of the mistake are serious, then the lessons can take secondary place and their value can be lost.

A useful 'tool' in this area is the 'near miss' book. Situations where things have gone wrong can be entered in the book and then looked at afterwards to see what '*lessons can be learned*'. Instructors should be encouraged to use this book in an open and honest way, and as an SI or indeed CI you should use it carefully for positive reinforcement and training. Encouraging instructors to talk about sessions that don't quite go to plan, don't use it to lay blame in any particular direction.

**EXERCISE 16:** Consider and describe a situation you have been involved in or have witnessed. Your course coach may ask you to discuss the experience on the course with the other candidates. No blame will be attached in any direction, but other candidates will be interested in what happened and what lessons could be learned for the future.

What happened?
What mistakes were made?
How was the situation resolved?
Was there any further outcome?
What key learning points were there?

## **Briefing and debriefing**

The SI is considered to be the 'technical expert' at any centre or club, and up to a point, has a responsibility along with the Chief instructor and Principal to ensure that all teaching sessions are delivered to a consistently high standard. All instructors operate 'under the supervision of the appropriate SI.

During the course, briefing and debriefing by the SI will be explained carefully and candidates will be given the opportunity to practice these skills. Consequently, only limited information is given here.

It is highly recommended that you visit the '[Share your ideas](#)' on the RYA Training support site, where there are several videos and presentations to aid your learning, as well as the relevant sections in G14, assisting you in becoming more familiar with what will be required on the SI Course.

Remember earlier we discussed the SI as a 'Mentor', 'Manager' and a 'Planner':

- Monitoring instructors
- Mentoring and updating instructors when necessary to ensure they are current, whilst at the same time playing a key role in developing CPD
- Support and assist instructors in their teaching and everyday duties
- Lead and co-ordinate multiple groups on the water

In order to fulfil these duties, the SI should be able to manage situations, give clear guidance and feedback in an effective way. The SI will be seen as a role model and may need to;

- Deal sensitively with students
- Feedback carefully and accurately to staff
- Manage awkward situations sensitively and successfully.

### **Briefing**

Instructors should already be familiar with briefing, and as we examined in the previous section they should know that before any task there must be a clear brief to the students. If students are in a keelboat, or a double-handed dinghy with their instructor, this is a very easy task.

However, if instructors are in charge of, and teaching a number of boats or single-handed dinghies, this task becomes much more critical, as it will have a direct bearing on the success of the activity.

Within the SI Course, briefing and debriefing will be extended to delivering briefings and debriefing to instructors by the SI. The methodology remains broadly the same, but the information given will differ. Guidance on these differences will be given on the course.

Briefing and debriefing can be thought of as a simple three point progression;



- **Plan (brief):**  
What to do
- **Do (task):**  
Run the session/skill
- **Review (debrief):**  
What happened, what went well.  
what could be improved and how



## **Briefing – Dinghy Instructors to Students:**

The plan will include the elements of the briefing, as listed below. It must be remembered that an instructor briefing is just that – **brief**. If the briefing is a lengthy monologue, the students will have become bored and forgotten the information given to them long before they reach the water. It's better to run short sessions that have impact than long, dull ones that nobody enjoys or learns from.

What is included in the plan is debatable, but in order for the session to succeed, the bare minimum would be the following;

- The task (Aim)
- Checking prior knowledge of the students
- What it is (why we do it)
- How to achieve it (teaching points)
- How long it will take
- The sailing area including holding areas
- How and where feedback will be given
- What to do in an emergency
- Any signals that are likely to be given (including recall)
- Check student understanding (confirm understanding)

## **Briefing – SIs to Instructors**

As we have previously explored, the SI as the manager, the person who delegates responsibility and sessions for the instructors to deliver. An SI will manage and mentor the instructors but also allow each instructor to take responsibility, as long as the sessions are safe, enjoyable, people learn and they meet the syllabus. Morning staff meeting can provide a great opportunity to check what instructors are planning to delivery and how, during their sessions.

To enable an instructor to make the final decision about the session delivery and content, but to ensure the instructor has a clear understanding what is required, let's consider what the SI brief needs to look like, and what should be contained within the brief.

To enable us to make the transition from instructor to SI with regards to briefing content, we need to ask ourselves certain questions. Exercise 21 should help us with this.

**Remember:** The RYA Website - '*share your ideas*', and G14 will assist your understanding and completeion of this section and exercise

**EXERCISE 17:** Imagine that you were about to give a briefing to an instructor. Fill in the boxes below, considering the information provided, to assist you in deciding what information you should provide the instructor:

<b>VENUE:</b> Horseshoe Lake (the sailing base is on the beach between the two headlands) <b>CONDITIONS:</b> Flat water <b>WEATHER:</b> Cross Shore at the Sailing base, F3	<b>SESSION: Basic spinnaker session</b> <b>BOATS:</b> 3 x Keelboats, no engines <b>1 x Safety boat</b> <b>STUDENTS:</b> Confident Level 3 sailors <b>INSTRUCTOR:</b> Confident and experienced
Aim of the Session	
Resources (Safety, boats, timings)	
Area	
Other courses or water users	
Who? (Experience, number, medical?)	
Confirm understanding	

*How much detail did you choose to give the instructor?*

Remember, it is the SIs role to brief the instructor with the facts, allowing them time to consider how they will deliver the session.

Once the instructor has a plan, the SI could ask for a brief summary. This enables the SI to ensure the session will meet the aims, be safe and effective. If there are any concerns, the SI can put it right before the instructor starts the session, thereby ensuring the dinghy instructor will not deliver a weak session.

### **Debriefing**

There are many ways to review a session and provide effective feedback. During our initial instructor training course, we are taught basic methods, assisting us to instruct and provide our students with feedback in a simple but effective manner.

An SI will need to learn a variety of methods, which will assist in the delivery of more structured, effective and developmental feedback, in a variety of situations.

Initially we are going to consider two main methods, which should also act as a recap, assisting us from the transition from instructor to SI:

1. The Hamburger, or Layer Cake
2. The Traffic Lights

During your instructor's course, you were most likely taught the hamburger method;

### 1. The hamburger or Layer cake;

This consists of giving the student (or in the case of the SI, the instructor) being praised initially, then constructive feedback (or perhaps, criticism) being given including solutions to any problems encountered, before finishing with additional praise for aspects of their delivery.



The top. Give praise for aspects that have gone well. Be specific

The filling. What's not gone well and how to correct it. Be specific and use the 'RULE OF 3' i.e. three key things which at this stage will lead to improvement

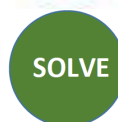
The bottom. More praise, finishing on a positive note

Another debriefing model which you may be familiar with, is the 'Traffic Lights'. This allows the instructor more freedom to discuss and to find solutions to development areas together.

### 2. The traffic light;

This is becoming the more common method, but it does require a more skillful delivery from the SI.

- **Red stop** light is to 'ask' the instructor about some aspects of their performance/delivery.
- **Amber light** is to 'discuss' the problems that may have occurred and to discover what might have caused them.
- **Green light** is the 'solve' part of the sequence, where through guided discussion, the solution to the problems highlighted in the previous part are reached and agreed.



Ask – about the task. Who, what, how, why, when...

Discuss – their performance in response to their answer. What went well and what could be improved

Solve – agree on an action plan/route towards improvement

During the course, your coach will spend some time exploring a few different models, including those above. Ensure you spend some time revising and understanding both examples.

The Traffic Light method, requires greater observation and awareness of the instructor's abilities as well as being able to form the appropriate question. Your course coaches will give you guidance on techniques during the early part of the course.

Effective debriefing can be developed by having an alternative approach to debriefing instructors using the methods described above. Instead of 'stating the obvious', try to find different ways of delivering corrective feedback.

Consider these alternatives;

DIFFICULTY EXPERIENCED BY THE INSTRUCTOR	ACTUAL PROBLEM	POSSIBLE SI FEEDBACK	ALTERNATIVE SI FEEDBACK
Session did not contain on water coaching	Safety boat poor position	You should move your safety boat so you can coach the students	The group had good fun out there and I saw you chasing around after the students in the safetyboat, where do you think you could position yourself differently next time to allow you to coach more effectively?
Bomb burst at the start	No holding area on launch	Remember to give a holding area in your brief	I noticed as the group left the beach you had problems getting them together again, what could you do to stop this next time?
Students not able to head upwind	Poor position of rounding marks	Why don't you look at the back of G14 and see the way the markers are laid	Looked like a difficult session but they seemed to be enjoying it, I was just wondering if you had any difficulties with the students going upwind? What are your thoughts about the marks they had to go round?

During your course, the coach will provide you with more guidance on debriefing instructors and how to deliver feedback successfully. This is delivered through a number of different methods, including acting as SI, observing sessions and then deliver feedback as part of the debrief to an instructor.

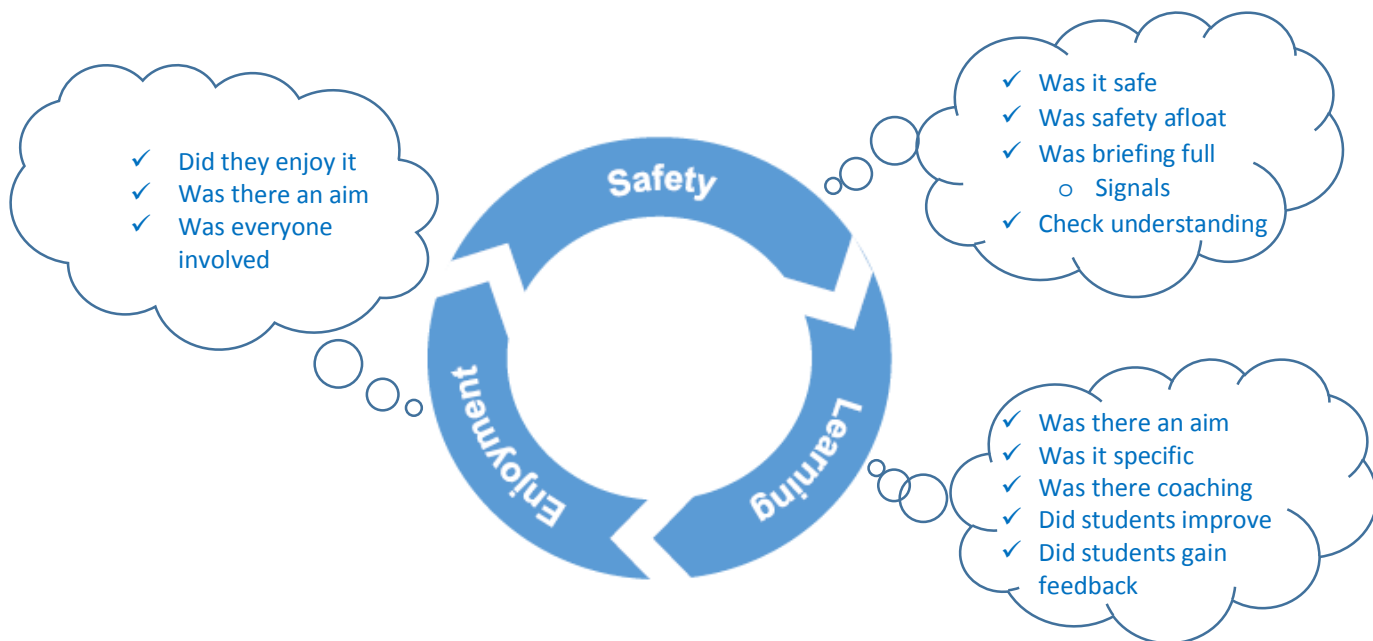
As instructors, we are used to giving feedback to students directly related to their performance of a task. However, an SI is expected to take the next step and provide their instructors with accurate debriefs on their performance, helping to identify strengths, as well as develop.

A key to being able to provide effective feedback is to firstly know exactly what the 'content' or 'aim' of the session is, then by closely observing it, we can provide effective and accurate feedback.

We can use the session structure discussed earlier in the workbook, but to develop this further, and enable us to provide more effective feedback, we use the 'progression method': *Safe, Enjoyment and Learning*.

This '*progression method*' will help to clarify how successful the session was, as well as the structure and content. To do this we can ask ourselves the following questions:

- Was the session **safe**? If it wasn't, the SI may have to step in and modify the session.
- Did the students **enjoy** it? If yes, why? Identify the good parts as these are what the instructor should repeat for the future. If not, also ask why? Then offer advice on how to improve.
- Did the students **learn**? Same questions and answers should be applied.



### Safety:

This is always the main and highest priority. If the session is safe it will allow the instructor and students to move onto the next stage. The SI has the responsibility to ensure all sessions at their centre are safe. They will delegate some of this responsibility to their instructors, but the ultimate responsibility remains with the SI. Safety should be monitored constantly and if any factors change, the SI and instructor should consider modifying the session or even consider stopping it.

### Enjoyment:

Students must enjoy what they are doing. Firstly, they are likely to have paid for the experience, whether as a club member or course fee, so they will expect value for money. If they don't enjoy themselves, they are highly likely to stop doing the activity and seek another one that they might enjoy more. Being on the water in or on a craft is often enjoyment enough, but it can't be taken for granted.

### Learning:

If the other two criteria have been met, then this is the last one to consider. However, it is also important, as students must feel that they are being challenged in the activity and they must also feel that they are making tangible progress.

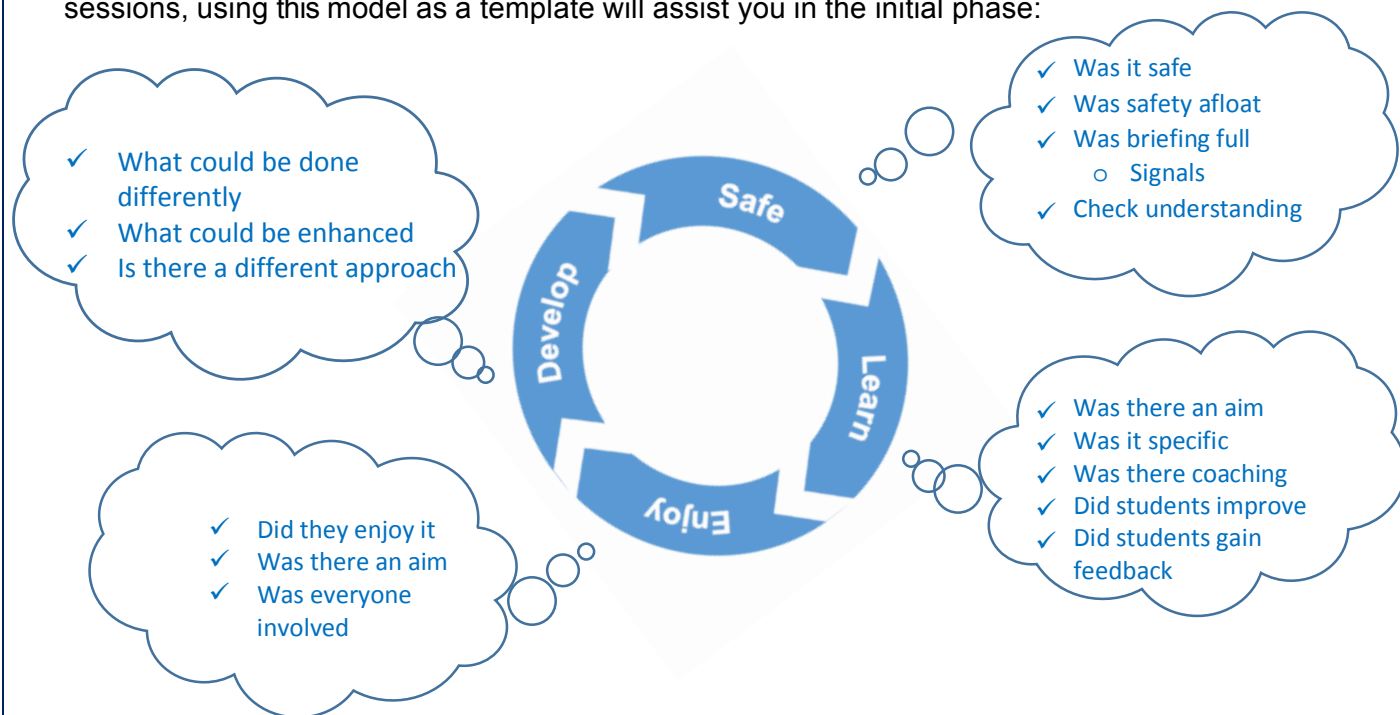
One of the many roles of an SI is to mentor and 'develop' our instructors. To progress and review the session between the SI and the instructor, the 'develop' phase is added to the cycle.

### Develop:

If all the areas above has been addressed, 'safety, enjoyment and learning', it is the SI's role to develop, using experience, the SI can offer advice on how the session could be changed or modified for the future:

- What could be done differently?
- What could be enhanced?
- Is there an alternative approach

During the course, your coach will provide opportunities for you to review instructor sessions, using this model as a template will assist you in the initial phase:



## Creating our Coaching Conversation

To assist us in the delivery of feedback we can ensure we create effective conversations, through our questioning.

By using the model and methods above we should be able to check our instructors are providing clear briefs, realistic aims, and effective session planning and delivery. It is then time for us to provide feedback and development. A few top tips to providing feedback are:

- Observe the session closely
- Be honest
- Concentrate on three points
- Base your feedback on facts and performance
- Try and create a conversation ratio of 70:30 (Candidate/SI)

By concentrating on the forming of our questions we can enhance our delivery, There are two types of questions we can use, open and closed:

- **Open Question:** Questions which provoke longer answers, and generally probe for knowledge, opinion or feeling.  
These are frequently opened with '*what*', '*where*', '*when*', '*how*'
- **Closed Questions:** A question which when posed, usually receives a 'yes', 'no', or very short response

Please take a look at the 'Creating Conversations' presentation within the '[Share your ideas](#)' section of the RYA website, as this will further enhance your knowledge and understanding.

## **Mentoring**

The SI's role as a mentor is fundamental to the relationship and development of the instructing team, however it must be effective. In addition, RYA recognition depends on a dinghy instructors working under the supervision of an SI, which enables the instructors to be guided and developed, ensuring accurate and safe sessions are delivered, until they themselves gain the experience they require.

If you have been mentored effectively yourself, consider the approach the individual took:

- What are the key areas of this individuals skills that highlight themselves to you
- What approaches did they adopt
- How did they talk to you
- Why do you feel it was effective

As a keelboat instructor, the training we are provided with covers the basic knowledge and fundamentals of the RYA Sailing Scheme. Giving individuals the basic tools and abilities to instruct small groups and individuals to the RYA Method, and further stages/levels in the scheme, under supervision. Therefore the role of a mentor is essential to the growth of a team and individual instructors.

If you are new to the role of mentor, a good place to start is with assistant instructors. Assistant instructors are generally very keen, but not always highly skilled at delivery, so will need simple input and feedback in their early development. The results and how effectively the SI has been during the training period will be very easy to see. Further in the workbook and on your course, we consider assistant instructor training, taking a look at programme design, content and delivery.

Whatever the case may be, a good model to use and apply to any training is the SMART principle. These are;

<b>S</b>	–	Specific
<b>M</b>	–	Measurable
<b>A</b>	–	Achievable
<b>R</b>	–	Realistic
<b>T</b>	–	Have a time limit applied to whatever is decided upon

Records should be kept as to the training provided and what further, or additional assistance will be required, and when. As well as less formal catch-ups to check on progress.

**EXERCISE 18:** Think about a time when you have been mentored and or coached by someone, what traits did they have, what did they do and say which helped you on your pathway, what would you keep and use yourself, and what would you have changed?

In the grid below, write down a few of the traits you felt helped, and some that you felt held you back

My Mentor – What does GOOD look like, what would I value	
Traits which helped and supported me	(eg: Approachable)
Traits which hindered my development	(eg: Too busy)

**EXERCISE 19:** Now consider yourself as an SI helping your team. What can you do to help increase the effectiveness of the support provided:

HOW CAN I MENTOR MY TEAM?	
Techniques	
Theory	
Progression	
Performance	



## **Dealing with complaints**

Unfortunately, the SI sometimes needs to deal with complaints, usually from students or parents. This can generally be traced back to a breakdown in communication somewhere along the line from booking the course to its delivery, or perhaps where a specific expectation has been set, assumed or not managed effectively.

If handled effectively, the complaint can be dealt with immediately and the student goes away happy. If it is left, it can develop into a difficult and uncomfortable situation for all concerned.

**EXERCISE 20:** Dealing with complaints will be a discussion on the course, in the meantime, read the situations below and using priorities: *safe, enjoyment and learning*, to see if the students complaint is justified and if so, how.

Background information: A student, Ron, signed up to do an RYA Level 2 course in keelboats, during a week's holiday on the Broads at Lilly-pad Sailing Club, where you are the Chief Instructor.

Ron had already completed a Level 1 course, with some opportunity to practice since.

The other course participants were a family of five, two adults (Jean and Martin), a sons of 10 and 11 (Max and Freddie) and a daughter of 12 (Issie). There was also another individual attending separately, Sarah.

The instructors were Jim, a mature but newly qualified man who had just started working for you, and Jack, an experienced instructor.

The student's complaint:

*Dear Chief Instructor*

*I am writing to you after my recent course at your centre, as requested, providing you with an outline of my grievances.*

*I feel everything during the course seemed geared around the family and keeping the children happy, I was basically ignored. Whilst I appreciate it is difficult to teach such a wide range of ages the instructor seemed focused on keeping the family happy.*

*On the first day when we had two instructors, Jim was in the boat with most of the family, with the daughter, Issie, myself and Sarah, with Jack the other instructor.*

*Issie was very sullen and the instructor, Jack, had to spend a lot of time trying to persuade her into participating. Issie did not seem to pick up any of the skills very well and I felt that myself and Sarah suffered by hardly getting any time from Jack due to this. I also felt it was quite awkward having someone else's young child in the boat with us.*

*On the second day we only had one instructor, Jim. We stayed in the same boats and groups as day 1, and Jim told us as we now had all the basics he would be teaching us from a powerboat. However, as we got on the water, the wind started to pick up.*

*I could see the Jean, the mother, getting incredibly nervous and starting to panic in the other boat. Jim told us that he was going to get in the other boat for a while, and suggested practicing some of the skills we had learnt yesterday, and that someone senior on shore would be keeping an eye on us so it was safe - As it turned out we hardly saw Jim for the rest of the day. It seems that Jean was very nervous and uncomfortable and didn't want to be in a boat without an instructor.*

*When we sailed close, Jim would shout over the odd thing he wanted us to do but it wasn't always clear, it also meant that Sarah and myself were left looking after the daughter, Issie.*

*This was very difficult, and we were trying to teach her as well as sail ourselves, but we also felt like child minders.*

*When the wind dropped, we had a chance to try coming alongside. Unfortunately Jim only gave me one attempt, requesting that Sarah and I let the daughter have the helm. When I asked to have another go, I was told there is no time.*

*By this point I was very frustrated and told Jim I was not happy as I felt I was not getting any tuition. His response was "I'm sorry you feel that way", making no effort after that to give me more time.*

*At the end of the day we came off the water and Jim told both myself and Sarah, as well as the daughter, that we would not be awarded our certificates as we had not had time to complete all the items required on the course. To pass, we would and would have to come back another day to finish this off the remaining areas.*

*I was then astounded and very frustrated to hear that the rest of the family would get their certificate and they had done really well.*

*It seems that the only reason for this was the amount of time your instructors spent with the mother, father and sons, resulting in failing to teach myself and Sarah as required.*

*I am very disappointed with your centre and the instructor running my course, I received very little teaching, was used as a child minder and feel I was placed on a course with people who are far weaker sailors than I, who have subsequently been given their RYA certificates.*

**EXERCISE 20:** Having read the situation above, use the priorities: safe, enjoyment and learning, see if the students complaint is justified and if so, how.

Safety	
Enjoyment	
Learning	

## **Assistant instructor training**

Assistant instructor training can be run by the Principal or Chief Instructor who holds a valid SI certificate. This training can take the form of a formal course or 1:1 'on the job' training, over a period of 20hrs, enabling them to teach up to and including Level 2 - Basic Skills in the National Sailing Scheme and Stage 3 of the Youth Sailing Scheme.

Assistant instructor candidates do not need powerboat certificates or first aid, as the SI is always present and directly supervising the assistant instructors but they should be capable sailors. The training should be almost all 'on the water' with little or no theory apart from an understanding of the method, land drills, very simple points of sailing, specific background knowledge, and specifics on centre equipment.

The role of an assistant instructor may be varied, providing assistance in either double or single handed dinghies, multihulls or keelboats. The assistant instructor may act as helm, but as with a dinghy instructor, we should train them to quickly hand over the controls to the students.

After the training course/period, an assessment should be made on the ability of the assistant instructor with the certificate awarded accordingly. The certificate is an in-house RYA awarded certificate, which lasts for a maximum of five years.

If further training is needed, then the Principal/Chief Instructor will do so. All training given should be recorded and logged, so that it is clear what training has been delivered and received.

**EXERCISE 21:** Using the blank programme below, write a simple training programme based on the skills discussed above and which you believe are important for an assistant instructor to hold. Further information and reference can be found in G14 and under the 'Qualification' section; 'Dinghy, Keelboat and Multihull' of the RYA Training support site [www.rya.org.uk/training-support](http://www.rya.org.uk/training-support)

DAY 1		
DAY 2		
DAY 3		

## Teaching Children

Although the fundamentals of teaching remain the same no matter who is being taught, adaptations are required when it comes to teaching children and adults.

Most importantly children and adults tend to learn in very different ways and if instructors are to be successful in their teaching, they should recognise these differences and adapt their teaching style and sessions to suit specific groups and individuals.

The RYA Training Support site, specifically '[Share your ideas](#)', and G14 provide further information to help you understand the type of considerations required, as well as having fantastic tips on adapting our delivery, including explanations on learning styles and games that help teach specific skills.

**EXERCISE 22:** Use the box below to list ways in which we can teach different skills and techniques to children, keeping them engaged and learning. Remember to use safety, enjoyment and learning to help describe and explain.

An example has been placed below to help you initially, with a suggestion for two of the three skills needing completion:

Insert skill to be taught: <i>Build knowledge on parts of the boat</i>	Method of teaching it: <i>Treasure hunt</i>	<b>Description:</b>	<i>Splitting the group into small teams, hide cards with different parts of the boat</i>
		<b>Safety:</b>	<i>Instructor brief, including safety considerations, ashore in plenty of space</i>
		<b>Enjoyment:</b>	<i>Fun, team involvement, evolve it into a race to add some competition</i>
		<b>Learning:</b>	<i>Theory knowledge, team work, reinforcing boat parts and terms</i>
<i>Tacking (Land Drill)</i>		<b>Description:</b>	
		<b>Safety:</b>	
		<b>Enjoyment:</b>	
		<b>Learning:</b>	
<i>Sailing Across the wind</i>		<b>Description:</b>	
		<b>Safety:</b>	
		<b>Enjoyment:</b>	
		<b>Learning:</b>	
<i>(Insert a further skill of choice here)</i>		<b>Description:</b>	
		<b>Safety:</b>	
		<b>Enjoyment:</b>	
		<b>Learning:</b>	

## **Coaching from a powerboat**

Coaching from a powerboat effectively is a skill many instructors will need to learn and continuously develop as they progress their teaching ability and environments.

Although the following resource has been put together as a guide on the fundamentals and general principles for dinghy and windsurfing, with top tips and advice for different levels and types of craft, it is a good resource to look through to widen your knowledge and understanding.

The 'Coaching from a Powerboat' resource should not be seen as an alternative to the RYA Safetyboat Handbook G16, but is a fantastic companion.

Take a look at the RYA resource on the following link, use the box below to make any notes you feel will be useful during your Senior Instructor course.

[Coaching from a Powerboat](#)

NOTES:

## 6: What's Next?

Hopefully this workbook has given you a clearer picture of the responsibilities and various roles of the SI, and has given you more knowledge and confidence in your ability to take on the role of SI. You should now feel a little better equipped to deal with course organisation, giving briefings and feedback, and giving presentations and advice.

There will no doubt have been areas that you have found difficult or confusing, which you would like to discuss further. You may wish to note any such topics below. Please don't feel that admission of difficulties will count against you – the coaches just need to know where they can best help you.

Try taking the quiz on the next page to see what you have learnt and which areas you feel you may still need to develop further.

### Notes

## 7: Knowledge Quiz

The following quiz has been pulled together to help test your knowledge on the areas covered within the SI workbook. Good Luck!

1. The SI in a centre or club has a variety of roles and responsibilities depending on their environment. List five key roles below:
2. An SI is responsible for ensuring the RYA teaching method is accurately delivered by the instructor team. Why is this important?
3. What considerations should be taken into account when planning a Day Sail in coastal waters with regards RYA Recognition being an alternative to the '*Small Commercial Vessel codes of practice*' for Keelboats?
4. What are SOPs/OPs and why are they important?
5. What are the RYA Guidance Notes and how are they relevant to the role of a SI?
6. What are the RYA ratios for a) Inst:student in a keelboat b) Maximum students to an instructor
7. As an SI we will be reviewing sessions delivered by our instructors. What are the four priority elements to aid the delivery of feedback?
8. List the elements of the 'Basic skills model'?
9. When creating a coaching conversation, what are the types of questions we can use and how do they differ regards the response received?
10. List two methods for providing feedback.
11. What does SMART stand for?

## 8: Notes

The space below has been created to enable you to make notes on any areas you wish; prior, during or post course, such as important RYA Ratios, RYA qualifications, Safety aspects and key learning theories or aspects from the workbook information, exercises and referenced resources:

RYA Ratios and reference from the RYA Recognition requirements :

Theories and aspects from the workbook:

Further notes :



## 9: Course Outcomes and Assessment

**The Training Course:** RYA Senior Instructor courses are approved by the RYA and run in the UK and overseas, staffed by two or more RYA Coach/Assessors.

The course may take the form of four consecutive days, or two weekends, run with a minimum of six students, ensuring course diversity and the opportunity for candidates to share differing experiences and knowledge.

**Assessment:** The outcome of the course is determined by continuous assessment made by the course Coach/Assessors. Each session will be reviewed by the coaches where they will identify areas which you did well and highlight development areas to work on.

There are two important debriefs which take place during the course, the mid-course debrief, and the final course debrief:

Mid-course debrief: Providing an important opportunity to discuss performance so far, with coaches having identified positive points and highlighted actions required for the remainder of the course. This debrief enables further opportunity to demonstrate and practice specific elements. The coaches may also discuss the final outcome of the course, highlighting specific areas for you to concentrate on. You should use this review to shape and focus your performance for the remainder of the course.

Final Debrief: During your final debrief your course coaches will discuss your final performance and course outcome, which may require areas of further development. Any areas the coaches feel need further development will be compiled into an action plan, focusing on your development going forwards and ensuring you are supported in their completion. Actions set will be written using SMART objectives: Specific, Measurable, Attainable, Relevant and Timely, aiding understanding and completion.

Below are some common areas highlighted for further development:

1. Sailing ability
2. Session planning and structure
3. Reviewing Skills
4. Knowledge of the National Sailing Scheme
5. Teaching Experience
6. Powerboat skills

If an action plan is set for further development, a variety of methods will be discussed to ensure accessible completion; such as reassessment by another RYA Coach, assistance from an experience SI or attendance on a specific course.

Examples of potential actions set are listed below. Please note these are *examples* and other areas may be identified, or alternative actions set.

Examples of possible development point and actions set:

- **Reviewing skills:** Insufficient evidence, or consistency, of the skill at a level required was seen on the course.

Action Plan: Further practice embedding the reviewing skills at SI level is required over an agreed period at their own club/centre. Once confident this action is met, it is likely contact will be required with one of the original course coaches to agree a date when reviewing skills will be assessed. A time frame for completion will be provided such as 3 months.

- **Sailing Ability:** Lack of sailing ability at the required level, in an identified area, for example:  
a) seamanship skills; b) advanced skills

Action Plan: A) Attend a Seamanship course within 6 months, emailing the certificate to one of the Coach/Assessors, or

B) Lack of Instruction on the higher level courses (spinnaker/day sailing etc), Action Plan: Gain further time afloat running a number of, and specific level, of session to raise level of experience delivering and sailing, at the required level within 6 months. Email the

certificate to the Coach Assessor when completed. (*There are many other action plans that could be developed around sailing and instructional ability and experience, within the SMART guidelines.*)

- **General Instructor Experience:** Lack of confidence with highlighting and feeding back the development areas to Dinghy Instructors.

Action Plan: Mentored by an experienced SI for an agreed period, such as 3 months, to gain further confidence and experience. When the candidate is confident this has been completed, make contact with the course Coach to discuss reassessment.

**OR**

Work experience at a different centre or club for an agreed period to develop wider delivery experience. When complete they should ask the Mentor to contact the Coach to discuss reassessment if required.

- **Session delivery:** Session structure, content and experienced delivery are important skills for an SI to enable them to mentor their team effectively, and may be highlighted as an area for further development.

Action plan: Depending on the concern, this may require further assessment from a Coach Assessor or potentially an experienced SI.

- **Powerboat skills:** Safe powerboat handling in a range of situations is imperative, should this not be evident, or consistent, on the course, further assessment or training will be required.

Action plan: Further training concentrating on a specific areas such as powerboat handling has been identified as required, a lack of experience was evident with further skill development was needed, actions set will reflect this. Spend an agreed time with an RYA Powerboat Instructor and make contact with the course Coach to discuss reassessment or sign off.

## 10: Summary

### **Summary and the SI course**

Congratulations. You have now completed the workbook and by now, you should have a more thorough idea of what the role of being an SI is all about and be ready to attend the course. The course will provide more opportunities along the lines of those contained in the previous pages, but more importantly, allow you the chance to put into practice many of the concepts you have worked on. To do this, the training course generally consists of a series of sessions afloat largely organised by the SI candidates themselves. In normal circumstances you would each run a minimum of two of these sessions with the other candidates and then the coaching team facilitating feedback. As well as this feedback, fleet management afloat are key skills for the SI.

One of the advantages of this is that candidates experience a wide range of tasks and approaches, and have a chance to review the advantages and disadvantages of different methods. Usually there will be instructors on the training course with very different experience, which is also a useful education.

A few suggestions for the course:

- Make sure your sailing skills in your chosen discipline are well practiced; keelboats, or single/double handers
- Check and know your teaching method tacks and gybes, your knowledge of the RYA teaching sequence and awareness of the RYA Schemes.
- Make sure your powerboat handling is safe and effective, particularly the use of the kill cord and one hand for the throttle and one hand for the wheel.

It's worth noting any areas you would like to discuss or receive input on and asking the coaching team at the start of the course, perhaps amending or adjusting your sailing CV on page 5 with areas you had now recapped and considered.

Good luck with the course!





## **Senior Instructor Workbook**

RYA Training, Ensign Way, Hamble, UK