

Sailing

Sport for all, Sport for life



Small Boat Sailing Scheme

Seoltoireacht na mBád Beaga.

Instructor Handbook

January 2016

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Introduction

This manual aims to provide instructors working with the ISA's Small Boat Sailing Scheme with;

- Information on the ISA Small Boat Sailing Scheme and instructor qualifications and training programmes.
- An outline of the ISA Small Boat Sailing Scheme (SBSS) as presented in the Participants Logbook.
- A commentary on each aspect of the SBSS syllabus that will assist instructors in;
 - Identifying exactly what they should be teaching on a particular course.
 - The standards of competency and knowledge expected of sailors at a particular stage of the course.
 - Choosing appropriate teaching methods and exercises to use at each stage of a particular course.

The manual has been compiled and edited by;

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In doing so they were assisted by ISA Sailing Instructor Trainers;

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The manual will be updated and amended annually. Feedback from instructors on its content and format is welcome and should be sent to the Training Department in the ISA office.

Manuals must be provided to all participants on Sailing Instructor Training courses and current versions must be made available by Centre Principals to all other Sailing Instructors.

Copies of the manual are available from the ISA office.

Indicates changes to previous version

Warning

The skills and competencies listed in this handbook and in the participant's Sailing Passport are not necessarily listed in the order that they should or are best taught. The only reason that they have been arranged as laid out is to make best use of the space available on the page!

Therefore, instructors should not use these publications as a course programme and must instead develop their own programme. While doing so;

- Do use the course programme sheet provided at the back of this handbook.
- Identify the best order in which to attempt skills;
 - Simple skills first.
 - More complex skills later.
- Try and cover as much theory out on the water rather than in the class room.
- Cover skills / knowledge only as they become relevant – eg cover a particular knot you need to use rather than doing a big session on knots / rope work.

Safe sailing

Harry Hermon
CEO Irish Sailing Association



The ISA is national governing body for all forms of recreational and competitive activities involving sail and engine powered craft in Ireland.

Training

The ISA has a network of affiliated centres, schools and clubs who run a range of training courses in dinghies, keelboats, catamarans, windsurfing, cruisers, powerboats, personal watercrafts and inland waterways motorboats. The ISA's training schemes are a modern, structured and safe way of introducing people of all ages to their chosen sport. ISA Training Centres all use ISA trained & qualified instructors and are inspected annually and ensure that they conform to strict standards of safety and quality. The course providers are supported by full time professional staff who works with the course providers to assist and support them in running the training programmes.

Clubs / Development

The ISA also has a network of affiliated clubs. The majority of these clubs are Category 1 Clubs and are run under the ISA Affiliation Scheme. This means that all members of ISA affiliated Category 1 Clubs are members of the ISA, and are entitled to all the benefits associated with membership of the National Governing Body. Membership of the ISA may also be applied for directly.

Category 1 Clubs have the full backing and support of the ISA and have a full time Club Development Officer working with them. Their role is to assist with recruiting new members, development of facilities, improving communications, increasing safety awareness, help with legal and insurance matters and acting as a communication link between clubs and official bodies (Department of the Marine, Sports Council etc.),

Information / Advice

All ISA members can receive help, information and advice from the ISA office, on any ISA related water sports. The staff are always helpful and will do their utmost to answer any questions or queries ISA members may have. Representatives from ISA affiliated clubs and sailing schools can receive advice on grants and funding as well as legal, health and safety, and insurance matters. The ISA Training Briefing is an annual event organised by the ISA where Centre Principals, Junior Organisers and Club Officials of Training Centres can meet to exchange ideas and discuss relevant issues.

Competition / Recreation

All ISA members are entitled to race under the Racing Rules of Sailing. ISA members may also apply for an Echo and IRC Handicap, as well as Certificates of Identity and Sail Numbers for their boats. The ISA also provides support for our international sailors.

Safety

The ISA takes a practical and pro-active approach to the promotion of safety in clubs, through a range of activities, initiatives and publications. We also liaise with and, if necessary, lobby the government to protect Irish sailors against restrictive legislation.

Promotion

All ISA Affiliated Training Centres are listed on the ISA website and may have links to their own website.

International Affairs

The ISA represents the Irish boating community in national, government, and international organisations and committees – International Sailing Federation, European Boating Association, Olympic Council of Ireland, Federation of Irish Sports and the Irish Marine Safety Working Group.

Membership

Membership of the ISA is the very best way of supporting boating in Ireland. Firstly, it helps maintain our numbers and ensures we can continue to work for the benefit of the sport from a position of strength. Secondly, subscriptions go directly towards supporting our activities to promote and protect boating interests.

How to use the rest of this manual

The rest of this manual will assist you in understanding what needs to be taught on each of the courses and modules within the ISA's Small Boat Sailing Scheme.

Here is how it works...

On the first page of each level we have included important information that we think will help you understand, set up and run that course.

Taste of Sailing

Notes for instructors

Objective
The aim of this brief introductory course is to give sailors a positive introduction to the thrill of sailing. It is essentially a promotional or sales tool to be used to encourage complete novices to take up sailing and participate in one of the other courses. It might be used as:

- A 'try a sail' session in a club or sailing school.
- A sailing session for a participant in a multi activity programme.
- The first session in a longer sailing course.

Note that skills like rigging the boat are not included. The emphasis should be on getting the sailors out on the water as quickly as possible and for as long as possible. Instructors should avoid spending time hanging around doing things that they could have pre-prepared or organised.

Previous knowledge / experience
No prior experience or knowledge is required. Where time allows, this course may be linked straight into Start Sailing which is the next course sailors should complete.

Types of Boat
This course may be completed in any type of sailing dinghy, small keel boat or catamaran. Sailing which is the next course sailors should complete.

Duration
The Taste of Sailing course must consist of a minimum of 1/2 day. However, the length of the course may be extended to no more than 2 days where it suits the participants to take a more relaxed approach to programme. Courses may be broken into modules of less than one day (typically 7 hours). However, when doing so individual modules should not be shorter than 2 hours or spread over any greater period than two weeks. Extra time may be needed in order to bring participants back up to speed at the start of each module.

Instructor qualifications
This course may be run by:

- Sailing Instructor (Dinghy)
- Sailing Instructor (Keelboat)
- Sailing Instructor (Catamaran)

Boat type	Maximum Ratio Instructor: Sailors	Maximum number of boats
Single handed dinghy Topper, Pico, Topaz, Laser	1:6	6
Double handed dinghy 420, Pico, Topaz, Fera, Hobie 16	1:3 in one boat 1:6 in 2 boats with Sailing Instructor in one boat and qualified Assistant Instructor in second boat	3
Multi handed dinghy Wayfarer, Laser 16	1:5	1
Keelboats 1720, Squin, G 570		

Assessment
Not formal assessment should be used for this certificate as the instructor will be able to evaluate the sailors during the course of the session(s). It is unlikely that anyone will ever not reach the standard required for this certificate.

Accreditation
• This certificate is recognised by The Irish Government.

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On the remaining pages we have laid out in a table.

The syllabus as set out in the SBSS logbook. This is the information that they will have on the course.

Additional information that will assist you as an instructor in understanding exactly what to teach and what the sailors need to be able to do.

Where there is nothing written it means we think that it cannot be made any clearer that what is included in the previous column.

Taste of Sailing

Clothing & equipment	
Describe why you should wear a Personal Flotation Device.	The sailor should be able to explain to you why personal buoyancy is worn when afloat. (Citing a legislation (PEFD). They should be able to identify the variations of a Buoyancy Aid (SOL PEFD) as against a Life Jacket (> 1000)
Sailing techniques & manoeuvres	
Identify which direction the wind is blowing from. As both helm and as crew.	The sailor should be able to point out which way the wind is blowing over the sailing area.
Reach across the wind	The sailor should be able to sail a reach, reach course and in doing so: • The sailor should be able to steer the boat in a straight line between two marks. • If there is a luff extension they should be using it. • The sailor should be able to sheet the sail as appropriate for a reach.
Stop the boat	The sailor should be able to stop the boat of will by letting out the sail and by heading the boat into the wind. They should then be able to set under way by sheeting in and heading away.
Turn the boat through the wind (Tack)	The sailor should be tacking the boat in the vicinity of a mark, however you would not expect them to be particularly confident in the tack. They are not necessarily expected to be able to round the mark.
Help balance the boat	The sailor should be aware that a boat will heel and be able to show that they can lean out in order to try and keep it flat. When they are lifted, the use of lee straps should be encouraged.
Raise and lower the dagger or centreboard and rudder	The sailors should be able to raise and lower the centre / dagger board and rudder when leaving and coming back to shore only.
Capsize recovery	
Explain why it is important to stay with a capsized or inverted boat.	The sailor should be able to identify that during a capsize: • They must always maintain contact with the boat. • Never swim for shore. • How to minimise the risk of full inversions. • They can breathe underneath an inverted boat.
What next...	
Describe how to continue sailing and develop your sailing skills and knowledge.	The next step for people completing this course is 'Start Sailing'. Sailors should be able to identify why they should do this course and where to find information on it and course providers.

Taste of Sailing

Notes for Instructors

Objective

The aim of this brief introductory course is to give sailors a positive introduction to the thrill of sailing. It is essentially a promotional or sales tool to be used to encourage complete novices to take up sailing and participate in one of the other courses. It might be used as;

- A “try a sail” session in a club or sailing school.
- A sailing session for a participant in a multi activity programme.
- The first session/s in a longer sailing course.

Note that skills like rigging the boat are not included. The emphasis should be on getting the sailors out on the water as quickly as possible and for as long as possible. Instructors should avoid spending time hanging around doing things that they could have pre-prepared or organised.

Previous knowledge / experience

No prior experience or knowledge is required. Where time allows, this course may be linked straight into *Start Sailing* which is the next course sailors should complete.

Types of Boat

This course may be completed in any type of sailing dinghy, small keelboat or catamaran.

Sailor's certificates must be marked to show only those types of boats in which they demonstrated *all* of the practical skills.

Duration

The Taste of Sailing course must consist of a minimum of ½ day. However, the length of the course may be extended to no more than 2 days where it suits the participants to take a more relaxed approach to programme.

Courses may be broken into modules of less than one day (typically 7 hours). However, when doing so individual modules should not be shorter than 2 hours or spread over any greater period than two weeks. Extra time may be needed in order to bring participants back up to speed at the start of each module.

Instructor qualifications

This course may be run by;

- Sailing Dinghies Sailing Instructor (Dinghy)
- Keelboats Sailing Instructor (Keelboat)
- Catamarans Sailing Instructor (Catamaran)

Teaching Ratios

The maximum Teaching ratio for this course is;

<i>Boat type</i>	<i>Maximum Ratio Instructor : Sailors</i>	<i>Maximum number of boats</i>
Single handed dinghy Topper, Pico, Topaz, Laser	1:6 1:8 with qualified Assistant Instructor	6 8 with qualified Assistant Instructor
Double handed dinghy 420, Pico, Topaz, Feva, Hobie 16	1:6 1:8 with qualified Assistant Instructor	3 4 with qualified Assistant Instructor
Multi handed dinghy Wayfarer, Laser 16	1:3 in one boat 1:6 in 2 boats with qualified Assistant Instructor in second boat	
Keelboats 1720, Squib, G 570	1:5 1:8 with qualified Assistant Instructor	1 2 with qualified Assistant Instructor

Assessment

No formal assessment should be used for this certificate as the instructor will be able to evaluate the sailors during the course of the session(s).

It is unlikely that anyone will ever not reach the standard required for this certificate.

Accreditation

This certificate is recognised by The Irish Government.

Taste of Sailing

By the end of this course sailors will be able to do the following:	Notes for instructors:
Clothing & equipment	
Describe why you should wear a Personal Flotation Device.	The sailor should be able to explain to you why personal buoyancy is worn when afloat. (Safety & legislation) They should be able to identify the limitations of a Buoyancy Aid (50N PFD) as against a Life jacket (> 150N PFD).
Sailing techniques & manoeuvres	
Identify which direction the wind is blowing from.	The sailor should be able to identify where the wind is coming from.
As both helm and as crew;	
<ul style="list-style-type: none"> Reach across the wind. 	The sailor should be able to sail a beam reach course and in doing so; <ul style="list-style-type: none"> The sailor should be able to steer the boat in a straight line between two marks. If there is a tiller extension they should be using it. The sailor should be able keep the sail filled.
<ul style="list-style-type: none"> Stop the boat. 	The sailor should be able to stop the boat at will by letting out the sail. They should then be able to get under way by sheeting in and bearing away.
<ul style="list-style-type: none"> Turn the boat through the wind (tack). 	The sailor should be turning the boat around in the vicinity of a mark, however you would not expect them to be particularly confident in the tack.
<ul style="list-style-type: none"> Help balance the boat. 	The sailor should be aware that a boat will heel and that they should sit opposite the sail to keep the boat flat.
<ul style="list-style-type: none"> Raise and lower the dagger or centreboard and rudder. 	The sailors are only expected to lower and raise the centre / dagger board and rudder when leaving and coming back to shore only.
Capsize recovery	
Explain why it is important to stay with a capsized or inverted boat.	The sailor should be able to identify that during a capsize; <ul style="list-style-type: none"> They must always maintain contact with the boat. Never swim for shore. How to minimise the risk of full inversions (Don't hang onto top gunwale).
What next...	
Describe how to continue sailing and develop your sailing skills and knowledge.	The next step for people completing this course is "Start Sailing". Sailors should be able to identify why they should do this course and where to find information on it and course providers.

Start Sailing

Notes for Instructors

Objective

By the end of this course sailors will be sailing in light wind conditions with assistance from their instructor. It is their first formal sailing course.

Previous knowledge / experience

Prior to completing this course sailors should be able to demonstrate the skills and knowledge included in *Taste of Sailing* course. However, if the sailor is not progressing straight on from *Taste of Sailing* Instructors should revise these skills & knowledge before moving on. If time allows, this course may be linked straight into *Basic Skills* which is the next course sailors should complete.

Types of Boats

This course may be completed in any type of sailing dinghy, small keel boat or catamaran.

Sailor's certificates must be marked to show only those types of boats in which they demonstrated *all* of the practical skills.

Duration

The Start Sailing course must consist of a minimum of 2 days. However, the length of the course may be extended to no more than 10 days where it suits the participants to take a more relaxed approach to programme.

Courses may be broken into modules of less than one day (typically 7 hours). However, when doing so individual modules should not be shorter than 2 hours or spread over any greater period than two weeks. Extra time may be needed in order to bring participants back up to speed at the start of each short session.

Instructor qualifications

This course may be run by;

- Sailing Dinghies Sailing Instructor (Dinghy)
- Keelboats Sailing Instructor (Keelboat)
- Catamarans Sailing Instructor (Catamaran)

Teaching Ratios

The maximum Teaching ratio for this course is;

<i>Boat type</i>	<i>Maximum Ratio Instructor : Sailors</i>	<i>Maximum number of boats</i>
Single handed dinghy Topper, Pico, Topaz, Laser	1:6 1:8 with qualified Assistant Instructor	6 8 with qualified Assistant Instructor
Double handed dinghy 420, Pico, Topaz, Feva, Hobie 16	1:6 1:8 with qualified Assistant Instructor	3 4 with qualified Assistant Instructor
Multi handed dinghy Wayfarer, Laser 16	1:3 in one boat 1:6 in 2 boats with qualified Assistant Instructor in second boat	
Keelboats 1720, Squib, G 570	1:5 1:8 with qualified Assistant Instructor	1 2 with qualified Assistant Instructor

Assessment

Assessment is continuous throughout the course.

Instructors may also choose to use a formal practical assessment of boat handling skills and a short written paper or oral interview in assessing the sailor's level of background knowledge. However, since it should be possible to evaluate the sailor's skills and knowledge during the course of the session(s) the use of formal assessments at this level is strongly discouraged.

Accreditation

This certificate is recognised by The Irish Government.

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Start Sailing

By the end of this course sailors will be able to do the following:	Notes for instructors:
Clothing & equipment	
Describe what sort of clothing you might wear when afloat.	Discuss with the sailors why you might / should /should not wear; <ul style="list-style-type: none"> Hats, sun glasses, gloves, footwear, wetsuits, drysuits, waterproofs. Review the relative merits of cotton, wool & man made fibres when used afloat.
Identify the following; <ul style="list-style-type: none"> The different types of Personal Flotation Device (PFD) you might use when sailing. Which PFD is most appropriate for you to use. When you should wear your PFD. 	Make sure people can identify; <ul style="list-style-type: none"> The difference between buoyancy aids & lifejackets. How to distinguish then ISO/EN number & pictograms. Why you are using the PFDs that you are for this activity. What your organisations policy is with respect to the use of PFDs (where & when).
Put on and adjust your own PFD.	Practical session before going afloat. If the sailors are providing their own PFDs check that they are suitable and fit for use.
Rigging	
Position your boat head to wind.	In order to do this sailors need to be able to; <ul style="list-style-type: none"> Identify where the wind is blowing from. Select an appropriate are free from hazards (overhead lines, fences, other boats & sailors etc.).
Identify the main parts of the boat, rigging & sails.	Bow, stern, rudder, tiller & centre / daggerboard, bungs. Mast, boom, halyards, stays / shrouds & kicking strap, sheets. Mainsail, jib, clew, foot, leach.
Assist with rigging your boat.	Sailors are not expected to be able to rig a boat on their own. However, if they can get the sails up & down / furled on their own it will save you a lot of work!
Ropework	If you are stuck on any of they, including coiling see www.animatedknots.com
Tie the following knots and describe when to use them; <ul style="list-style-type: none"> A figure of eight knot. A round turn and two half hitches. 	When teaching these knots / skills you must explain and demonstrate where they may be used.
Secure a rope using common types of cleat.	Cam Cleat (as used on jib & main sheets), Horned cleat (as on marinas), Jam cleat (often used on tiller to hold down rudder).
Coil a rope and to throw one end of a rope.	Coil a line by flaking it into one hand. There are several ways to stop it uncoiling – use any. To throw a coiled line, split off several coils & throw these – who can get it furthest / on target.
Keelboat sailors will be able to use a sheet winch.	Use the winch to sheet in and ease out – safely. How to avoid and what to do with riding turns.

Start Sailing

<i>By the end of this course sailors will be able to do the following:</i>	<i>Notes for instructors:</i>
Launch & recovery	
Dinghy and catamaran sailors will be able to do the following;	
<ul style="list-style-type: none"> Secure a boat on a trolley and safely move it around while on shore. 	<p>The sailor should be able to;</p> <ul style="list-style-type: none"> Secure a boat to its trolley, ensure that it is resting on adequate padding and correctly tied down to prevent damage. Demonstrate the correct way to lift a heavy weight and ensure that an appropriate number of people are used. Demonstrate that they can negotiate the boat around the dinghy park carefully without colliding with other boats. Identify the lethal hazard presented by overhead cables in or around boat parks and particularly when crossing roads. Safety manoeuvre the boat on the trolley with the sails up while taking account of the wind.
With assistance;	This means with your (instructors) assistance.
<ul style="list-style-type: none"> Launch your boat and sail away from shore. 	<p>The sailor should have demonstrated that, with assistance, they can launch their boat and sail away while taking account of the wind, depth of water, other water users. They should be able to lower their centre/dagger board and rudder. They should be able to identify how & where to park their trolley while they are on the water. (tide & other slip users).</p>
<ul style="list-style-type: none"> Sail back to shore and recover your boat. 	<p>The sailor should have demonstrated that, with assistance, they can return to the shore, recover their boat on to its trolley and drop the sails, while taking account of the wind, depth of water, other water users. They should be able to slow the boat down and raise their centre/dagger board and rudder to avoid grounding them.</p>
Keelboat sailors will be able to secure their boat alongside and to a mooring.	<p>Cover the use of fenders as well as cleats, bollards / rings, bow lines stern lines & springs. Warn of the danger of using hands and feet to stop the boat. Never jump gaps from boat to shore.</p>

Start Sailing

<i>By the end of this course sailors will be able to do the following:</i>	<i>Notes for instructors:</i>
Sailing techniques & manoeuvres	
Paddle or row a boat in a straight line.	No excuses, this can and must be done in all types of boats.
As both helm and as crew, with assistance;	It is vital that in two person boats, sailors spend equal amounts of time as both helm and crew.
<ul style="list-style-type: none"> • Reach across the wind. 	The sailor should be able to demonstrate that they can reach the boat across the wind and that they were able to control their speed and steer to avoid obstacles.
<ul style="list-style-type: none"> • Sail up wind. 	The sailor should be able to demonstrate that they can sail the boat close to the wind while; <ul style="list-style-type: none"> • Steering a reasonably constant course. • Avoiding unintended tacks. • Maintaining proper sheeting positions. • Keeping the boat balanced.
<ul style="list-style-type: none"> • Sail down wind. 	The sailor should be able to demonstrate that they can sail the boat down wind on a training run (very broad reach but not dead run) while; <ul style="list-style-type: none"> • Steering a reasonably constant course. • Avoiding unintended gybes. • Maintain correct sail setting.
<ul style="list-style-type: none"> • Tack the boat. 	The sailor should be able to demonstrate that they can tack the boat through the wind, from close reach to close reach while; <ul style="list-style-type: none"> • Maintaining boat speed through the manoeuvre. • Maintaining an awareness of, and avoiding other water users. • Maintaining control of the boat before, during and after the manoeuvre. • Using the tiller extension if normally fitted to type of boat. • Keeping crew informed of intentions & progress.
<ul style="list-style-type: none"> • Gybe the boat. 	The sailor should be able to demonstrate that they can gybe the boat, from training run and avoid luffing up beyond a reach, while; <ul style="list-style-type: none"> • Maintaining boat speed through the manoeuvre. • Maintaining an awareness of, and avoiding other water users. • Maintaining control of the boat before, during and after the manoeuvre. • Using the tiller extension if normally fitted to type of boat. • Keeping crew informed of intentions & progress.
<ul style="list-style-type: none"> • Get the boat out of irons. 	The sailor should be able to demonstrate that they can get the boat out of irons by; In single-handed boats - By pushing the tiller and boom then pulling the tiller and boom - (push, push, pull, pull). In other boats - By backing the jib.

Start Sailing

<ul style="list-style-type: none"> Stop the boat. 	<p>The sailor should be able to stop the boat at will by letting out the sail and by steering the boat towards the wind - but not head to wind. They should then be able to get under way by sheeting in and bearing away.</p>
<p>By the end of this course sailors will be able to do the following:</p>	<p>Notes for instructors:</p>
<p>Capsize recovery</p>	
<p>Identify why it is important to stay with a capsized or inverted boat.</p>	<p>Sailors should also be able to explain what to do if caught under an inverted boat (emphasise that there is an air pocket).</p>
<p>Sailing knowledge</p>	
<p>Describe the different points of sailing.</p>	<p>Beam reach, Run, Training Run (very broad reach), Close hauled.</p>
<p>Take the correct action when boats on different tacks meet.</p>	<p>Starboard stands on – holds course, What should port boat do? Emphasise fact that no one has right of way – always avoid the collision.</p>
<p>Describe how tides and currents can affect a sailor.</p>	<p>Lots of water or no water for launching, tying up and covering trolleys left on slips & beaches. Currents to slow us down / speed us up. Currents cause waves when they flow against the wind.</p>
<p>Identify when sailors are required to wear PFDs by law.</p>	<p>See the Safety on the Water leaflet “Going Boating – where do you stand with the law”. Available free from the ISA office!</p>
<p>Identify and use common sailing terms.</p>	<p>Sheet in, sheet out, luff up, bear away, up wind, down wind, tacking, gybing, in irons.</p>
<p>Coastal Knowledge</p>	
<p>Describe how often high and low tides occur and the implications these might have on sailors.</p>	<p>Identify the fact that there are two high tides & two low tides each day and that it is usually around 6 hours between high & low water. No more.....</p>
<p>Weather</p>	
<p>Describe the implications of the following to a sailor;</p>	
<ul style="list-style-type: none"> Onshore and offshore winds 	<p>Onshore – difficulty in launch (sailing off) & recovery (waves onto beach / slip) Offshore – true strength may not be apparent from beach. Difficulties in getting back against the wind.</p>
<ul style="list-style-type: none"> High winds 	
<ul style="list-style-type: none"> No wind 	

Start Sailing

<i>By the end of this course sailors will be able to do the following:</i>	<i>Notes for instructors:</i>
Safety	
Describe why and how you would leave details on what you are doing with a responsible person ashore.	
Describe how to summon assistance if you need it when on the water.	Keep it practical! The world has moved on from burning barrels of tar & signal flags. Waving your arms, high visibility flag, whistle, phone (who to call), mobile phone (& limitations), VHF radio.
Summon assistance for someone else who needs it.	
Keelboat sailors will be able to describe how to safely store and use gas and petrol if carried.	The sailor should; <ul style="list-style-type: none"> • Be aware of the risk presented by fuel and particularly LPG gas carried on board. • Have demonstrated that they can safely use gas appliances if carried. • Have demonstrated that they can safely stow petrol or petrol containers if carried.
What next...	
Describe how to continue your sailing and develop your sailing skills and knowledge.	The Basic Skills course is next. Encourage sailors to go sailing but not to do so without supervision.

Basic Skills

Objective

By the end of this course sailors will be sailing on their own in light wind conditions without assistance from their instructor. This means that at the end of this course they will be capable of rigging, launching, sailing and recovering their boat in light conditions without *any* assistance. It is important that as well as having the skills, they understand the circumstances in which it would be safe to do this.

Previous knowledge / experience

Sailors will be expected to be able to demonstrate the skills and knowledge included in the *Start Sailing* course. They are not expected to have logged any hours as they may not be competent to do so.

Types of Boats

This course may be completed in any type of sailing dinghy, small keelboat or catamaran.

When this course is completed in single handed boats the sections relating to crew or those marked with an asterisk may be omitted.

Sailor's certificates must be marked to show only those types of boats in which they demonstrated *all* of the practical skills.

Duration

The *Basic Skills* course must consist of a minimum of 4 days. However, the length of the course may be extended to no more than 10 days where it suits the participants to take a more relaxed approach to programme.

Courses may be broken into modules of less than one day (typically 7 hours). However, when doing so individual modules should not be shorter than 2 hours or spread over any greater period than four weeks. Extra time may be needed in order to bring participants back up to speed at the start of each short session.

Instructor qualifications

This course may be run by;

- Sailing Dinghies Sailing Instructor (Dinghy)
- Keelboats Sailing Instructor (Keelboat)
- Catamarans Sailing Instructor (Catamaran)

Teaching Ratios

The maximum Teaching ratio for this course is;

<i>Boat type</i>	<i>Maximum Ratio Instructor : Sailors</i>	<i>Maximum number of boats</i>
Single handed dinghy Topper, Pico, Topaz, Laser	1:6 1:8 with qualified Assistant Instructor	6 8 with qualified Assistant Instructor
Double handed dinghy 420, Pico, Topaz, Feva, Hobie 16	1:6 1:8 with qualified Assistant Instructor	3 4 with qualified Assistant Instructor
Multi handed dinghy Wayfarer, Laser 16	1:3 in one boat 1:6 in 2 boats with qualified Assistant Instructor in second boat	
Keelboats 1720, Squib, G 570	1:5 1:8 with qualified Assistant Instructor	1 2 with qualified Assistant Instructor

Assessment

Assessment is continuous throughout the course.

Instructors may choose to use a formal practical assessment of boat handling skills and a short written paper or oral interview in assessing the sailors level of background knowledge. However, since it should be possible to evaluate the sailors skills and knowledge during the course of the session(s) the use of formal assessments at this level is discouraged.

Accreditation

This certificate / training programme;

- May be provided as a FETAC Level 4 Award (D10026).
- Is recognised by The Irish Government.

Basic Skills

<i>By the end of this course sailors will be able to do the following:</i>	<i>Notes for instructors:</i>
Clothing & equipment	
Decide what to wear before you go sailing.	Instructors should be allowing sailors to decide what they need to wear in order to be safe & comfortable. However, do check that it is appropriate.
Equip a sailing boat for use.	Sailors should be able to correctly equip their boat with respect to safety & what they plan on doing while afloat.
Check that your sailing boat is safe to use.	Sailors should be able to check integrity of hull, buoyancy, rigging, spars & foils.
Rigging	
Identify all of the parts of the boat, rigging & sails.	At this stage they should familiar with all of the parts of the boat, rigging & sails.
Rig a boat for use and according to the weather conditions.	Sailors should be capable of properly rigging the boats used on the course on their own as well as making appropriate decisions as to what sails to use and whether or not they should reef. Identify effect of outhaul on the sail and its use in lighter & stronger winds.
De-rig a boat and secure / care for hull, foils and sails.	Washing, drying equipment, rolling / folding sails, coiling lines, fitting covers.
Reef a boat while ashore.	All sailors must be able to rig a slab or roll reef boat while on the trolley.
Keelboat sailors will be able to reef their boat while on a mooring.	
Ropework	
Tie the following knots and describe when to use them; <ul style="list-style-type: none"> •A bowline. •A clove hitch. 	When teaching these knots / skills you must explain and demonstrate where they may be used and what their limitations are. Stuck? see www.animatedknots.com
Launch & recovery	
Launch your boat and sail away from shore.	By the end of the course they should be sailing without direction from the instructor on both windward & leeward shores.
Sail back to shore and recover your boat.	By the end of the course they should be sailing without direction from the instructor on both windward & leeward shores. In double handers and when coming onto lee shores they should be dropping the main while on the water and sailing in under jib
Keelboat sailors will be able to identify different methods of launching a keelboat and describe how to launch a keelboat from a trailer using a slipway.	Sailors need to be aware of the techniques but may not have actually launched or recovered a boat on the course. Emphasise the hazards associated with using slipways with heavy boats.

Basic Skills

By the end of this course sailors will be able to do the following:	Notes for instructors:
Sailing techniques & manoeuvres	
Paddle or row a boat around a triangular course and come alongside.	If you have the time and boats to teach people to row properly do so as this is a useful skill for light winds.
As both helm and crew, <i>in light winds</i> ;	It is important that sailors in double or multi handed boats spend equal amounts of time as helm and as crew.
<ul style="list-style-type: none"> • Leave and return to a beach or slipway in the prevailing wind direction. 	Ensure sailors can slow the boat down adequately when coming in. Also see launch & recovery above.
<ul style="list-style-type: none"> • Describe how to land on a beach or slipway when the wind is offshore, crossshore and onshore. 	See above.
<ul style="list-style-type: none"> • Reach across the wind. 	Sailors should be starting to demonstrate use of "The 5 Essentials" (See page 15).
<ul style="list-style-type: none"> • Sail up wind. 	
<ul style="list-style-type: none"> • Sail down wind. 	
<ul style="list-style-type: none"> • Tack the boat. 	Sailors should be tacking from close hauled to close hauled.
<ul style="list-style-type: none"> • Gybe the boat. 	Sailors should be gybing in a controlled manner from broad reach to broad reach. (and not luffing up beyond broad reach).
<ul style="list-style-type: none"> • Pick up and leave a mooring. 	Approach & contact should be on a close reach, not head to wind. Boat should have little or no speed when contact made. Encourage "fill & spill" method to control approach speed. Sailors need to practice on both tacks - remember to get them to tie up properly. A good skill to cover ahead of the MOB.
<ul style="list-style-type: none"> • Come alongside a boat, pier, pontoon that is head to wind. 	Remember Plan, Approach, Manoeuvre, Escape. On both tacks! Be aware of potential for damage to boats & avoid.
<ul style="list-style-type: none"> • Come alongside a pier or pontoon that is not head to wind. 	See above.
<ul style="list-style-type: none"> • Recover a man overboard. 	Approach & contact should be on a close reach, not head to wind. Boat should have little or no speed when contact made. Encourage "fill & spill" method to control approach speed. Sailors need to practice on both tacks - remember to get them to tie up properly. Always use a weighted MOB dummy for realism – when working with more than one boat have a MOB dummy for each sailing boat to practice with.
<ul style="list-style-type: none"> • Heave to. 	In single handers - Let the sail out and slowly point boat onto a close reach. As boat slows push tiller to boom. In double handers - Release main, back jib, tiller towards boom & pull centre board up a bit if needed.
<ul style="list-style-type: none"> • Sail under jib only. 	This is a good skill to use when landing in lee shore situations. Sailors should also be able to sail upwind to. It is important that sailors maintain boat speed & don't over sheet jib. Do make sure that sailors will be able to get main back up if it is needed for rest of the session.

Basic Skills

• Apply “The 5 Essentials” to all points of sailing.

See page 15.

Basic Skills

<i>By the end of this course sailors will be able to do the following:</i>	<i>Notes for instructors:</i>
Sailing techniques & manoeuvres - continued	
Catamaran sailors will be able to use a trapeze if carried.	Cover correct fitting of harness, risk of entrapment.
Keelboat sailors will be able to change a headsail.	While underway and not fitted with roller headsail, assure safety / security of crew while on foredeck. If roller headsail, cover use of partly furled sail & sheeting angles.
Capsize Recovery	
Right a capsized boat.	Use the scoop method. Cover role of both crew and helm.
Describe what to do if you are caught under an inverted boat.	Use of air spaces in order to breath. How to get out. Accounting for all crew members. What to do if someone missing (pull boat to capsize position quickly).
Sailing Knowledge	
Describe how a sail and centre / dagger board works.	Introduce centre of effort (sail) & lateral resistance (hull & foils). Show sailors how a sail works as an aerofoil and produces lift, pulling the boat forwards rather than pushing it along. When changing direction the angle between boat and sail changes but angle between wind and sail does not.
Tell if risk of collision exist between two boats.	Stress importance of keeping a good lookout. Use a fixed part of your boat to identify angle to another boat. Angle changing - boats will miss. Angle not changing - boats will hit.
Describe what should happen when;	
• A motor boat and sailing boat meet.	What should the sailor do? Hold course unless collision is going to happen. When should a sailors give way to a motorboat (fairways, size, restricted in ability to manoeuvre etc.)
• Two sailing boats on the same tack meet.	What should stand on boat do? – Hold course unless collision is going to happen. What should give way boat do? – Tack, bear away...
• Boats are being overtaken.	What should stand on (overtaken) boat do? – Hold course unless collision is going to happen. What should give way (overtaking) boat do? – Keep clear...
Coastal Knowledge	
Identify when high and low tide occur using local tide tables.	
Describe how to estimate the rate and direction of the flow of tide and describe the effect that this might have on a sailor.	They only need to estimate the rate & direction of flow so being aware of directions of flow along coast. A basic understanding of the rule of 12 th s to estimate rates of flow sufficient.

Basic Skills

By the end of this course sailors will be able to do the following:	Notes for instructors:
Weather	
Describe how wind speed, wind direction, visibility and temperature are measured and how these may affect a sailor.	Wind speed – Beaufort scale, knots, Kph. Wind direction – Compass headings, onshore & offshore winds. Visibility – Hazards associated with fog. Temperature – Actual and effects of wind chill.
Obtain a weather forecast for your sailing area and describe how it might affect your planned activities.	The practical application of this information is as important as being able to gather it. <i>This is what the forecast says the weather is going to do - Now this how it is going to affect the sailing area we are using?</i>
Safety	
Explain why it is important tell someone where you are going and when you will be back.	
Describe how to use and care for distress flares.	Concentrate on the types of flares likely to be of use to your sailors (mini flares). The RNLI have a good series of mini videos on their Sea Safety CD. Available free form RNLI or ISA Office.
Describe how to care for someone who is very cold.	Basic care only – get them t professional help. Danger of trying to re-warm casualties too quickly and administering alcohol. Again the RNLI Sea Safety CD has a good section on this.
Explain why it is important for a sailor to have some training in Emergency Care.	The ISA's own Emergency Care training programme is of course the best option available to sailors. Details available on the ISA's website.
What Next.....	
Describe how to continue sailing and develop your sailing skills and knowledge.	Improving skills...

Improving Skills

Objective

To develop the skills and knowledge sailors need in order to set up and sail the boat more effectively and in moderate conditions. This course will also prepare them for the specialist courses ahead.

Previous knowledge / experience

Sailors will be expected to have completed, or have experience equivalent to, the *Basic Skills* course. Sailors must also have logged a minimum of 10 hours as helm subsequent to this and within the 6 months prior to the *Improving Skills* course. To facilitate sailors who may not have been sailing actively since the previous course it is suggested to organise refresher days prior to the course.

Types of Boats

This course may be completed in any type of sailing dinghy, small keelboat or catamaran.

When this course is completed in single handed boats the sections relating to crew or those marked with an asterisk may be omitted.

*Sailor's certificates must be marked to show only those types of boat in which they demonstrated *all* of the practical skills.

Duration

The *Improving Skills* course must consist of a minimum of 4 days. However, the length of the course may be extended to no more than 10 days where it suits the participants to take a more relaxed approach to programme. Where there are sailors on the course who have not been sailing regularly since completing their *Basic Skills* course you must allow additional time to revise these skills.

Courses may be broken into modules of less than one day (typically 7 hours). However, when doing so individual modules should not be shorter than 2 hours or spread over any greater period than four weeks. Extra time may be needed in order to bring participants back up to speed at the start of each short session.

4 - 10 days

Instructor qualifications

This course may be run by;

- Sailing Dinghies Sailing Instructor (Dinghy)
- Keelboats Sailing Instructor (Keelboat)
- Catamarans Sailing Instructor (Catamaran)

Teaching Ratios

The maximum Teaching ratio for this course is;

<i>Boat type</i>	<i>Maximum Ratio Instructor : Sailors</i>	<i>Maximum number of boats</i>
Single handed dinghy Topper, Pico, Topaz, Laser	1:10	10
Double handed dinghy 420, Pico, Topaz, Feva, Hobie 16	1:12	6
Multi handed dinghy Wayfarer, Laser 16	1:12	4
Keelboats 1720, Squib, G 570	1:12	4

Assessment

Assessment is continuous throughout the course.

Instructors may choose to use a formal practical assessment of boat handling skills and a short written paper or oral interview in assessing the sailor's level of background knowledge. However, since it should be possible to evaluate the sailor's skills and knowledge during the course of the session(s) the use of formal assessments at this level is discouraged.

Accreditation

This certificate / Training programme;

- May be provided as a FETAC Level 5 award (D20026).
- Is recognised by The Irish Government.

Improving Skills

By the end of this course sailors will be able to do the following:	Notes for instructors:
Rigging	
Rig the sailing boats used.	Sailors should be rigging their own boats without assistance from the Instructor. By the end of the course boat set up should be appropriate to conditions. You should be expecting boats to be tidy with lines coiled, equipment secured / stowed etc.
De-rig, secure and care for hull & equipment.	Sailors should be able to de-rig the boat and show that without assistance from the instructor they can; Care for sails by washing, drying , fold/rolling up and stowing in sail bags. Care for hull by washing, bailing, drying, fitting covers. Check for damage, tidy sheets & lines & secure equipment.
Tuning	
Identify and demonstrate / describe the use of the following in order to optimise the boat / rig for a particular set of conditions;	Conditions range from light to moderate winds.
•Sail telltales.	Sailors must be able to use jib and main sail telltales to trim sails and sail a course.
<ul style="list-style-type: none"> •Jib sheeting angles. •Halyard tension. •Outhaul. •Cunningham / downhaul. •Kicker or vang. •Main sheet traveller / hawse. 	Sailors must, for each of these sail controls, be able to; <ul style="list-style-type: none"> • Identify what effect they have on the sail • Demonstrate how the control is used to cause this effect • Identify what the effect has on the way that the sail works • Identify when they would use the control and which other controls they would use at the same time.
Use boat and rig controls to optimise the performance of the boat in a variety of conditions including light, medium and moderate wind conditions and on all points of sailing.	Encourage sailors to use controls available to constantly set boat up on different points of sail.
Sailing Techniques & Manoeuvres	
Tack effectively in all wind conditions.	Sailors should be tacking close hauled to close hauled without losing speed through the tack.
Perform a basic roll tack in light winds.	
Gybe effectively in all wind conditions.	In moderate conditions dinghy sailors should be gybing from broad reach to broad reach while maintaining full control of boat and course sailed. Keelboat sailors should be gybing run to run.
Demonstrate all of the skills covered in the “Sailing Manoeuvres” section of the <i>Basic Skills</i> course in windier conditions.	See page 15 Sailors should be completing manoeuvres with little or no assistance from the instructor. Remember P.A.M.E.
Describe the principles of sailing without a rudder and sail a beam reach without a rudder.	Emphasis “The 5 Essentials”. Ensure correct boat set up. Be aware of and control, risk of collisions with own and other boats. Emphasise the importance of stopping the boat before taking the rudder off.

Improving Skills

Sail backwards for short distances.	This manoeuvre is really only used for short distances when getting off pontoons etc. Sailors should be able to control which tack they will sail away (forwards) on.
By the end of this course sailors will be able to do the following:	Notes for instructors:
Sailing Techniques & Manoeuvres - continued	
Catamaran sailors will be confidently using a trapeze if carried.	Crew only
Capsize recovery	
Right an inverted boat.	Cover both role of helm and crew. How to get the centre / dagger board down if it has retracted. How to break a vacuum formed under the hull. How to tell if mast is stuck in bottom and what to / not to do if it is.
Describe what to do if someone is caught under an inverted boat.	Bring the boat into the capsize position – the person will come up with it. Avoid diving under the boat.
Boat Speed	
Be constantly aware of and apply “The 5 Essentials”.	See page 15.
Set the boat up, and sail efficiently; •Up wind •Down wind •On a reach	Sailors should be using all of the boats controls to make the appropriate adjustments in order to optimise the boats performance on all points of sailing. Sailors should aware of different settings required in different wind conditions.
Demonstrate how to obtain maximum leverage when hiking or trapezing.	Both helm and crew should be capable of hiking fully. Ensure that technique is good to avoid damage to backs.
Demonstrate use of optimum sheeting on all points of sailing.	Sailors should be encouraged to actively use sheets to trim sails all of the time.
Weather	
Identify common weather conditions and describe how they may affect your activities.	Sailors should be able to describe how wind speed, wind direction, visibility, precipitation and temperature can affect planned activities.
Identify sources of weather forecasts.	Sailors should be able to find forecasts on; • Radio, VHF Radio, television, internet, phone, fax & newspapers as well as identify strengths & weaknesses of each types of forecast service.

Improving Skills

By the end of this course sailors will be able to do the following:	Notes for instructors:
Weather - continued	
Explain the significance of commonly used terms in marine forecasts.	<p>The leaflet produced by Met Eireann is a useful free resource to use here. Available free from the Met office.</p> <p>Cover significance of the following to small boat sailors;</p> <ul style="list-style-type: none"> • Wind Warnings – Small Craft & gale warning. • Meteorological situation. • Wind speed measured using Beaufort scale, knots & Kph. • Wind direction. • Weather – Fine, Fair, Cloudy, Mist, Haze. • Visibility – Good, Moderate, Poor, Fog. • Outlook.
Identify the significance to sailors of common weather patterns illustrated on synoptic chart.	<p>Isobars – as an indication of wind strength.</p> <p>Areas of low & high pressure – as an indication of general weather conditions and wind direction.</p> <p>Cold & warm fronts – as an indicator of (changing) weather & wind strength & direction.</p>
Interpret the forecast with regard to planned activities.	Sailors should be able to obtain a forecast for the day and then explain how the weather it predicts will affect the sailing area & activities planned for that day.
Coastal Knowledge	
Describe what causes tides and how neap and spring tides might affect sailors.	Spring tides need a bit more care because the water levels are going to higher & lower covering or uncovering hazards. Rates of flow of currents will be stronger too.
Sailing Knowledge	
Explain how sails and foils work, how they interact and how they drive a sailing boat.	<p>Sailors should be able to describe to you how;</p> <ul style="list-style-type: none"> • Centre of effort (sails) & centre of lateral resistance (hull & foils) interact to drive boat forwards and to steer the boat. • How sails & foils generate lift and what stalling is.
What Next?	
Describe how to continue sailing and develop your sailing skills and knowledge.	<p>This section is really important as the sailors now have a choice of four different courses. Find out what they like doing and advise them on that basis.</p> <p>It is more important that they stay sailing than do the next course at your centre...</p>

Progression of Skills & Knowledge

Sections	Start Sailing	Basic Skills	Improving Skills
Clothing & Equipment			
	Describe what sort of clothing you might wear when afloat.	Decide what to wear before you go sailing.	Wear appropriate personal clothing for the prevailing conditions.
	Identify the following; <ul style="list-style-type: none"> The different types of Personal Flotation Device (PFD) you might use when sailing. Which PFD is most appropriate for you to use. When you should wear your PFD.	Equip a sailing boat for use.	
	Put on and adjust your own PFD.	Check that your sailing boat is safe to use.	
Rigging			
	Position your boat head to wind.	Identify all of the parts of the boat, rigging & sails.	Independently rig the sailing boats used.
	Identify the main parts of the boat, rigging & sails.	Rig a boat for use and according to the weather conditions.	De-rig, secure and care for hull & equipment.
	Assist with rigging your boat.	De-rig a boat and secure / care for hull, foils and sails.	
		Reef a boat while ashore.	
		Keelboat sailors will be able to reef their boat while on a mooring.	
Ropework			
	Tie the following knots and describe when to use them; <ul style="list-style-type: none"> A figure of eight knot. A round turn and two half hitches. 	Tie the following knots and describe when to use them; <ul style="list-style-type: none"> A bowline. A clove hitch. 	
	Secure a rope using common types of cleat.		
	Coil a rope and to throw one end of a rope.		
	Keelboat sailors will be able to use a sheet winch.		
Tuning			
			Identify and demonstrate the use of the following in order to optimise the boat / rig for a particular set of conditions; <ul style="list-style-type: none"> Sail tell-tales. Jib sheeting angles.

Progression of Skills & Knowledge

			<ul style="list-style-type: none"> • Halyard tension. • Outhaul. • Cunningham / downhaul. • Kicker or vang. • Main sheet traveller / hawse.
			Use boat and rig controls to optimise the performance of the boat in a variety of conditions including light, medium and moderate wind conditions and on all points of sailing.
Launch & Recovery			
	Secure a boat on a trolley and safely move it around while on shore.	Launch your boat and sail away from shore in the prevailing wind direction	Independently launch your boat and sail away from shore in all wind directions.
	With assistance; Launch your boat and sail away from shore.	Sail back to shore and recover your boat.	Independently sail back to shore and recover your boat in all wind directions.
	With assistance; Sail back to shore and recover your boat.	Describe how to land on a beach or slipway when the wind is offshore, cross-shore and onshore.	
	Keelboat sailors will be able to secure their boat alongside and to a mooring.	Keelboat sailors will be able to identify different methods of launching a keelboat and describe how to launch a keelboat from a trailer using a slipway.	
Sailing Techniques & Manoeuvres			
	Paddle or row a boat in a straight line.	Paddle or row a boat around a triangular course and come alongside.	Perform a basic roll tack and basic roll gybe in light winds.
	As both helm and as crew, with assistance; <ul style="list-style-type: none"> • Reach across the wind. • Sail up wind. • Sail down wind. • Tack the boat. • Gybe the boat. • Get the boat out of irons. • Stop the boat. 	As both helm and crew, <i>in light winds</i> ; <ul style="list-style-type: none"> • Reach across the wind. • Sail up wind. • Sail down wind. • Tack the boat. • Gybe the boat. • Pick up and leave a mooring. • Come alongside a boat, pier, pontoon that is head to wind and that is not head to wind. 	As both helm and crew <i>in moderate winds</i> and with little or no assistance from the instructor: <ul style="list-style-type: none"> • Tack effectively • Gybe effectively • Pick up and leave a mooring. • Come alongside a boat, pier, pontoon that is head to wind and that is not head to wind. • Recover a man overboard.

Progression of Skills & Knowledge

		<ul style="list-style-type: none"> • Recover a man overboard. • Heave to. • Sail under jib only. 	<ul style="list-style-type: none"> • Heave to. • Sail under jib only.
		Catamaran sailors will be able to use a trapeze if carried.	Sail backwards for short distances in light winds.
		Keelboat sailors will be able to change a headsail.	Sail a beam reach course without a rudder.
			Catamaran sailors will be confidently using a trapeze if carried.
Boat Speed			
		Apply "The 5 Essentials" to all points of sailing	Be constantly aware of and apply "The 5 Essentials".
			Set the boat up, and sail efficiently; <ul style="list-style-type: none"> • Up wind • Down wind • On a reach
			Demonstrate how to obtain maximum leverage when hiking.
			Demonstrate use of optimum sheeting on all points of sailing.
Capsize Recovery			
	Identify why it is important to stay with a capsized or inverted boat.	Right a capsized boat.	Right an inverted boat.
		Describe what to do if you are caught under an inverted boat.	Describe what to do if someone is caught under an inverted boat.
Sailing Knowledge			
	Describe the different points of sailing.	Describe how a sail and centre / dagger board works.	Explain how sails and foils work, how they interact and how they drive a sailing boat.
	Take the correct action when boats on different tacks meet.	Tell if risk of collision exists between two boats.	
	Identify when sailors are required to wear PFDs by law.	Describe what should happen when; <ul style="list-style-type: none"> • A motor boat and sailing boat meet. • Two sailing boats on the same tack meet. • Boats are being overtaken. 	

Progression of Skills & Knowledge

	Identify and use common sailing terms.		
Coastal Knowledge			
	Describe how tides and currents can affect a sailor.	Identify when high and low tide occur using local tide tables.	Describe what causes tides and how neap and spring tides might affect sailors.
	Describe how often high and low tides occur and the implications these might have on sailors.	Describe how to estimate the rate and direction of the flow of tide and describe the effect that this might have on a sailor.	
Weather			
	Describe the implications of the following to a sailor; <ul style="list-style-type: none"> • Onshore and offshore winds • High winds • No wind 	Describe how wind speed, wind direction, visibility and temperature are measured and how these may affect a sailor.	Identify common weather conditions and describe how they may affect your activities.
		Obtain a weather forecast for your sailing area and describe how it might affect your planned activities.	Identify sources of weather forecasts.
			Explain the significance of commonly used terms in marine forecasts.
			Identify the significance to sailors of common weather patterns illustrated on synoptic chart.
			Interpret the forecast with regard to planned activities.
Safety			
	Describe why and how you would leave details on what you are doing with a responsible person ashore.	Explain why it is important tell someone where you are going and when you will be back.	
	Describe how to summon assistance if you need it when on the water.	Describe how to use and care for distress flares.	
	Summon assistance for someone else who needs it.	Describe how to care for someone who is very cold.	
	Keelboat sailors will be able to describe how to safely store and use gas and petrol if carried.	Explain why it is important for a sailor to have some training in Emergency Care.	

Cara na Mara

Introduction

Cara na Mara provides a child centred approach to introducing children to sailing and the marine environment.

The programme allows children to discover, explore and practice the skills and knowledge they will need as sailors while under the leadership and supervision of ISA Instructors within an ISA accredited Training Centre.

While it does cover the essential sailing skills needed the programme has a strong emphasis on skills & knowledge that will allow the sailors to appreciate & enjoy the water and outdoor environment safely. These skills and knowledge tie into the National School curriculum.

The programme interfaces with the ISA Small Boats Sailing Scheme allowing Orcas to move onto ISA Improving Skills as their next step / course.

Suggested ages

Otters	7 years
Seals	8 years
Dolphins	9 years
Orcas	10 years
Improving Skills	11 years

Previous knowledge or experience

Sailors entering onto Otters are not expected to have any previous knowledge or experience. Sailors entering onto the other courses need to have demonstrated the competencies included in the previous levels.

Types of boat

The sailors may use a range of boats to complete the course including single, double & multi handed boats, dinghies, keelboats and some catamarans. Ideally there would be a range of boats available for the Instructor to choose from. When choosing boats the following points should be considered with respect to young sailors;

Sailors must be involved / busy – everyone on board must have a real job.

Sailors will learn from mistakes but should not become scared

Duration / format

In order to cover the material each course needs to be run over at least full 5 days.

Because of the age of the participants providers should seriously consider running the course over half days in which case the duration of the course needs to be extended accordingly.

When conditions allow, participants should spend time on (or in) the water during every session.

Instructor qualifications

All the on the water elements of this course must be delivered by an ISA Sailing Instructor under the supervision of an ISA Senior Instructor (Sailing).

People who have the appropriate skills may be used to deliver the shore based elements under the supervision of ISA Senior Instructor (Sailing). These could be National School Teachers or an ISA Instructor from another discipline.

Cara na Mara

Teaching ratios

Boat type	Maximum ratio Instructors : Sailors	Maximum number of boats / Instructor
Single handed dinghy Optimist, Topper, Pico, Topaz	1:6	6
Double handed dinghy Pico, Topaz, Feva	1:6	3
Multi handed dinghy / keelboat Wayfarer, Laser 16, 1720, J21	1:3 in one boat 1:6 in two boats with qualified Assistant Instructor on board second boat	2

Assessment / Certification

Sailors completing all of the elements on each course in 2012 may be issued with the appropriate certificate available from the ISA Office.

Resources

The ISA has available a resource pack for use by Instructors delivering this programme. Contact ISA office for details.

Cara na Mara - Otter

<i>By the end of this course sailors will be able to do the following</i>	<i>Notes for instructors:</i>
Rigging	
Assist with rigging their boat.	The sailors are not expected to be able to rig a boat on their own.
Launch & Recovery	
Launch and recover a boat with assistance.	The sailors are not expected to be able to launch a boat on their own.
Sailing Techniques & Manoeuvres	
Crew a boat under direction.	
Steer the boat when sailing or being towed.	Use the tiller extension
Make the boat speed up, slow down and stop.	The sailor should be able to stop the boat at will by letting out the sail, also the sailor should be able to speed up.
Help balance the boat.	The sailor should be aware that a boat will heel and that they should sit opposite the sail to keep the boat flat.
Raise and lower the dagger or centreboard and rudder.	The sailors are only expected the raise and lower the dagger board when leaving & coming back to shore.
Capsize Recovery	
Describe why it is important to stay with a capsized boat.	The sailor should be able to identify that during a capsize; <ul style="list-style-type: none"> • They must always maintain contact with the boat • Never swim for shore • How to prevent an inversion
Sailing Knowledge	
Nothing	Nothing
Clothing & Equipment	
Describe where / when and why they must wear a buoyancy aid.	The sailor should be able to explain why a buoyancy aid is worn when afloat.
Ropework	
Tie a figure of eight knot.	When demonstrating these knots/skills you must explain and demonstrate where they may be used and what their limitations are. www.animatedknots.com
Use a cleat.	Cam Cleat (used on jib & main sheets), Horned Cleat (marinas), Jam Cleat
Rowing & Paddling	

Cara na Mara - Otter

Have paddled a boat.	This can and must be done in all types of boats.
Swimming	
Be confident in the water when wearing buoyancy aid.	Early on in the course- at the end of the day walk everyone into the water to show them how a buoyancy aid works,
Emergency	
Call the emergency services for help.	Waving arms, high visibility flag, whistle, phone, mobile phone, VHF radio. What should they say, tell the authorities on the phone.
Indicate you are in distress by waving your arms.	
Water	
Demonstrate why boats float.	See experiment page 22 of the ISA Cara na Mara Instructor Resource Manual.
Describe the differences between fresh & sea water.	<ul style="list-style-type: none"> • Taste • Density • Corrosion
Weather	
Identify which way the wind is blowing.	Wind direction-Compass headings, onshore & offshore winds.
Build a wind vane / sock.	See experiment in Cara na Mara Instructor Resource Manual
Wildlife	
Can describe the difference between mammals, birds and fish.	
Can identify one species of Irish marine / fresh water mammal, bird & fish.	
Topography	
Draw a map of your club / centre.	See task in ISA Cara na Mara Instructor Resource Manual.
Use a map to find hidden treasure.	

Cara na Mara - Seal

<i>By the end of this course sailors will be able to do the following:</i>	<i>Notes for instructors:</i>						
Rigging							
Assist with rigging their boat.	The sailors are not expected to be able to rig a boat on their own.						
Name the main parts of the boat.	<table border="1"> <tr> <td>Hull</td> <td>Bow Stern Bungs Painter Halyards Toe straps</td> </tr> <tr> <td>Rigging</td> <td>Mast Boom Main Sail Jib</td> </tr> <tr> <td>Controls</td> <td>Tiller Tiller extension Main Sheet Jib Sheet Kicking strap</td> </tr> </table>	Hull	Bow Stern Bungs Painter Halyards Toe straps	Rigging	Mast Boom Main Sail Jib	Controls	Tiller Tiller extension Main Sheet Jib Sheet Kicking strap
Hull	Bow Stern Bungs Painter Halyards Toe straps						
Rigging	Mast Boom Main Sail Jib						
Controls	Tiller Tiller extension Main Sheet Jib Sheet Kicking strap						
Launch & Recovery							
Launch and recover a boat on their own.	The sailors are expected to be able to launch a boat on their own.						
Sailing Techniques & Manoeuvres							
Crew a boat.							
Sail the boat on a figure of eight course across the wind (reach & tack).	The sailor should be able to steer the boat in a straight line between two marks.						
Balance the boat.							
Accept a tow.	Prepare painter, lie to, pass line, raise the centre board, steer to tug.						
Capsize Recovery							
As crew assist in the recovery of a capsized dinghy or Recover a single handed dinghy.	The sailor should be able to assist in recovering a capsized dinghy						
Sailing Knowledge							
Identify which way the wind is blowing.	The sailor should be able to identify where the wind is coming from.						
Identify port & starboard, windward & leeward.							

Cara na Mara - Seal

Clothing & Equipment	
Put on and do up your buoyancy aid.	Practical session before going afloat. If the sailors are providing their own PFDs check that they are suitable and fit for use.
Describe why you wear a hat (sun & cold) & sun cream.	Discuss with the sailors why you might/should/should not wear; <ul style="list-style-type: none"> Hats, sun glasses, gloves, wetsuits, drysuits, waterproofs etc.
Ropework	
Tie a reef knot and a round turn & two half hitches.	When demonstrating these knots/skills you must explain and demonstrate where they may be used and what their limitations are. www.animatedknots.com
Can coil a length of line.	Coil a line by flaking it into one hand. There are several ways to stop it uncoiling. To throw a coiled line, split off several coils & throw these-who can get the furthest / on target.
Rowing & Paddling	
Paddle a boat in a straight line.	This can be done in all types of boat
Swimming	
With a buoyancy aid on, be able to circle a capsized boat and hold on all the time.	To prevent inversions put (large) float on mast head or hold mast head on dock or safety boat.
Emergency	
Leave the proper details with a responsible person before going sailing.	The sailor should be able to explain why it is important to tell someone where you are going and when you are going to be back.
Water	
Describe what causes waves.	Wind, current, earthquakes
Measure wave height.	See experiment in Cara na Mara Instructor Resource Manual
Weather	
Build an anemometer to measure wind speed.	Wind speed-Beaufort scale, knot, Kph
Measure the temperature of the air and water and demonstrate the effect of wind chill.	Temperature-Actual and effects of wind chill
Wildlife	
Identify what materials collected flotsam is made from.	

Cara na Mara - Seal

Describe what risk these materials might pose to marine environment and how long they take to decompose.	Biodegradation Chart & Timeline discuss, Environmental Issues
Topography	
Make a compass.	See experiment in the ISA Cara na Mara Instructor Resource Manual.
Orientate a chart or map with & without a compass.	

Cara na Mara - Dolphin

By the end of this course sailors will be able to do the following:	Notes for instructors:
Rigging	
Rig their boat with assistance.	The sailors should be able to rig their boat most of the time. They should expect someone to check it for them and explain any omissions / mistakes
Name all the parts of the boat.	At this stage the sailor should be able to name all the parts of the boat at this stage
Launch & Recovery	
Secure a boat to its trolley and move it around.	Sailors are expected to be able to; <ul style="list-style-type: none"> • Secure a boat to its trolley • Manoeuvre the boat and trolley around safely • Lift the trolley safely • Identify the hazards of overhead cables
Sailing Techniques & Manoeuvres	
Sail Upwind & Downwind.	The sailor should be able to steer a reasonably constant course, avoiding unintentional tacks/gybes, keep the boat balanced
Gybe the boat.	<ul style="list-style-type: none"> • Maintain boat speed through the manoeuvre • Maintaining control of the boat • Maintain an awareness of other water users
Get out of irons.	The sailor should be able to demonstrate that they can get the boat out of irons by; push push, pull pull or by backing the jib.
Come alongside another boat (head to wind).	Remember Plan, Approach, Manoeuvre, Escape. On both Tacks.
Start applying the "5 essentials".	Describe the "5 Essentials"
Capsize Recovery	
Right a capsized boat.	Cover both the role of crew and helm. How to get out, how to account for all members, use the scoop method.
Sailing Knowledge	
Describe the different points of sailing.	Beam Reach, Run, Training Run, Close hauled.
Take correct action when meeting another sailing boat.	Stress the importance of keeping a good lookout. <ul style="list-style-type: none"> • A motor boat and a sailing boat meet • Two sailing boats on the same tack meet • Boats are being overtaken

Cara na Mara - Dolphin

Clothing & Equipment	•
Identify what equipment you should have with you when you go sailing.	<ul style="list-style-type: none"> • The sailor should be able to decide what is the most appropriate clothing to wear before sailing. • Equip a sailing boat for use. • Check that your boat is safe to use-integrity of hull, buoyancy, rigging, spars and hull.
Ropework	
Tie a clove hitch and a bowline.	When demonstrating these knots/skills you must explain and demonstrate where they may be used and what their limitations are. www.animatedknots.com
Rowing & Paddling	
Paddle a boat around a triangle and come alongside.	If you have time and the boats teach the trainees to row properly as this is a useful skill for light winds.
Swimming	
With your buoyancy aid on, duck under & out from under an inverted boat.	
Emergency	•
Throw a lifebuoy to someone in the water.	<ul style="list-style-type: none"> • Aim your throw so that the Life Buoy will fall just near the swimmer and is within the reach • If the Life Buoy is away from the swimmer's reach, throw the Life Buoy again • Make sure that the Life Buoy does not hit the swimmer
Care for someone who is cold.	Basic care only-Get them to professional help.
Water	
Describe over what period tides go in and out and why.	
Identify the time of high and low tide from local tide tables.	
Weather	
Estimate the wind speed in knots and using the beaufort scale.	Wind speed-Beaufort scale, knot, Kph
Build an barometer to measure changes in air pressure.	See experiment page 29 of the ISA Cara na Mara Instructor Resource Manual.
Topography	•
Measure the depth of water in different places.	Sailors only need to estimate the rate and direction of flow so being aware of directions of flow along coasts.
Describe and how depth of water changes on coastal waters.	<ul style="list-style-type: none"> • A basic understanding of the rule of twelfths.
Describe how a chart shows different depths of water	Introduce depths, contours & colours(

Cara na Mara - Orca

<i>By the end of this course sailors will be able to do the following:</i>	<i>Notes for instructors:</i>
Rigging	
Rig the boat for the conditions.	Sail setting high winds
Reef their boat.	All sailors must be able to rig a slab reef boat while on the trolley.
Launch & Recovery	
Secure a boat ashore.	
Sailing Techniques & Manoeuvres	
Apply the "5 essentials" at all times.	
Come alongside and leave a pontoon.	On both tacks remember. <ul style="list-style-type: none"> • Plan, • Approach, • Manoeuvre • Escape. • Be aware of potential for damage to boats and avoid.
Sail the boat backwards off a pontoon in an offshore wind.	Back main, maintain control, backing the jib, and sail away.
Pick up, secure to and leave a mooring.	Approach & contact should be on a close reach not head to wind. Boat should have little or no speed when contact is made. Encourage "fill & spill" method to control approach speed. Practise on both tacks. Practice before MOB.
Recover a man overboard.	Approach & contact should be on a close reach not head to wind. Boat should have little or no speed when contact is made. Encourage "fill & spill" method to control approach speed. Practice on both tacks.
Capsize Recovery	•
Right an inverted boat.	<ul style="list-style-type: none"> • Cover the role of both helm & crew. • How to get the centre board/dagger board down if it has retracted. • How to break a vacuum formed under the hull • How to tell if mast is stuck in bottom and what to do/not to do.

Cara na Mara - Orca

Sailing Knowledge	
Demonstrate how a sail works.	Introduce centre of effort (sails), how an aerofoil works
Identify and use common navigation buoyage.	Stress the importance of keeping a good lookout. Identify features including hazards on a chart Depth <ul style="list-style-type: none"> ⇒ Above water ⇒ Drying Height ⇒ Below water Hazards <ul style="list-style-type: none"> ⇒ Channels ⇒ Flows ⇒ Rocks • Identify & describe relevance of lateral and cardinal marks
Clothing & Equipment	
Prepare / secure all of the equipment you will need before going sailing.	Sailors should be able to correctly equip their boat with respect to safety & what they plan on doing while afloat.
Ropework	
Tie a fisherman's bend.	When demonstrating these knots/skills you must explain and demonstrate where they may be used and what their limitations are. www.animatedknots.com
Rowing & Paddling	
Row a boat around a triangle and come alongside.	Sailors must be able to paddle and row boats effectively in a variety of conditions.
Swimming	
In a swimming pool show that you can; <ul style="list-style-type: none"> ⇒ Swim 25 meters ⇒ Tread water for 5 minutes. 	This is to encourage young people to learn how to swim. Where possible demonstrate that a child can swim without a buoyancy aid (in a pool).
Emergency	
Throw a line to someone in the water.	It can be potentially dangerous, for a rescuer to throw a line without giving prior thought to the best position, and potential hazards. <ul style="list-style-type: none"> • Canoe bag • Flaked Line

Cara na Mara - Orca

Water	
Measure the speed at which water flows in a river or stream.	See experiment in Cara na Mara Instructor Resource Manual
Weather	
Can obtain a weather forecast and identify what weather it predicts for your area.	<p>Sailors should be able to describe how wind speed, wind direction, visibility, precipitation and temperature can affect planned activities.</p> <p>Sailors should be able to find forecasts on;</p> <ul style="list-style-type: none"> ⇒ VHF, ⇒ Radio, ⇒ Internet, ⇒ Phone, ⇒ Fax, ⇒ Newspapers, ⇒ Television. <p>This is what the forecast says the weather is going to do-now this is how it is going to affect the sailing area we are using.....</p>
Wildlife	
Describe the marine / fresh water food chain.	The interactions of organisms with other organisms and with their physical environment form the basis of the environment form the basis of the study of ecology and the marine food chain.
Topography	
Measure speed and distance.	
Build a ship or chip log and use it to measure speed.	See experiment in Cara na Mara Instructor Resource Manual.

Instructor Notes

5 Essentials Progression Through the Levels

	Taste of Sailing	Start Sailing	Basic Skills	Improving Skills
	<i>Sailors should be...</i>	<i>Sailors should be...</i>	<i>Sailors should be...</i>	<i>Sailors should be...</i>
Balance	Sitting opposite the sail(s).	Balancing the boat to avoid capsizes.	Use toe straps to keeping the boat flat. "Flat is fast".	Steering the boat with by using their body weight,
Trim	Encouraged to sit in the middle of the boat "forwards".	Sitting in the middle of the boat "forwards".	Know what trim is.	Aware of drag caused by burying the stern and how to trim to prevent this.
Sail Setting	Able to stop & go using the sail.	Setting sails by letting out until they luff and then sheeting in until they just stop.	Using tell tails to trim the sails. Be able to identify and use kicker, outhaul & cunningham.	Continually adjusting their sheets while sailing. Able to describe how the primary controls affect the mainsail (outhaul, kicker, cunningham). Describe slot effect with foresails.
Course	Looking where they are going.	Aware of no go zone and what affect that this has on ability to sail upwind.	Sail a close haled course, aware of the tide.	Using the tide and wind to best advantage.
Centreboard	Putting it down to sail and up for launch and recovery.	Understand the centre board prevents sideways slip.	Adjusting the centre board on all points of sailing. Describe how to reduce leeway.	Conscious of resistance generated by rudder. Able to describe centre of effort and centre of lateral resistance and identify relevance to

Planning a Session

- **The aim of the session**

Is this clear, focused and suitable for the participants level, location, weather etc

- **Teaching points**

The step by step, sequenced “how to” instructions for the skill

- **Suitable exercises or tasks**

What will the sailors actually do during the session to acquire the aim and does it keep everyone occupied?

- **Time (Whole session and sections)**

- **Necessary equipment**

Boats? Safetyboat? Marks? MOB dummy? Flags? Props? etc. etc

- **Sailing area**

Where is the most appropriate location to run the exercise in the given conditions?

- **Possible modifications to help students achieve goals or challenge them further**

- **Key points for de-brief**

Plan questions to help re-enforce the students learning

Qualities of a good Briefing

- **Aims**
- **Task(s)**
- **Rigging Instructions**
- **D**efine sailing area. **I**dentify hazards. **C**ommunication signals. **E**ntry exit emergency.

De-briefing

- **Be encouraging, highlight good points**
- **Identify faults and fix, P**ersonal. **I**mprovement. **G**oals.
- **As soon as possible**
- **Use Questions**
- **Re-enforce key points**

During The Session

- **Ensure you safety boat is running and close at hand**
- **Position yourself in the centre of the sailing area, in the best position to observe and coach**
- **Give individualised coaching**
- **Allow the students “space” to make mistakes**
- **Monitor groups progress**
- **Keep an eye on weather and any other safety issues “instructor eye”**
- **Act promptly to make any changes necessary**
- **Ensure all sailors are safely off the water**

Instructor Notes

Delivering a Shore-based Session

In order to successfully deliver the shore-based elements of the syllabus good planning and preparation are essential. When planning the session there are two things you need to think about.

- **THE WHAT:** This is the information you intend to cover during the session
- **THE HOW:** This is the way you intend to deliver the session

THE WHAT:

The most difficult part of a lot of shore-based sessions is deciding what information and how much information on the topic you can cover in the session.

Use the syllabus in the instructor manual to see what your students should know already and what the next thing they need to learn is. In words think very carefully about what they

NEED TO KNOW (give this most of the time)

And what would be

NICE TO KNOW (give this any remaining time)

Do your homework to make sure the information you are giving your students is correct and you fully understand it yourself. Trying to bluff your way through a session is a good way of losing your credibility with your students.

THE HOW:

This is how you are going to get the information on the topic across to your students. Firstly to make the session easy to follow for your students it must have a nice clear structure, like everything else it should have

A Beginning or **INTRODUCTION**

A Middle or **DEVELOPMENT**

And an End or **SUMMARY**

You then need to decide how will get the information across to the students, remember these basic learning principals from your instructor course

1. **PEOPLE LEARN BEST BY DOING**, the more you can involve your students the more effective the learning will be. Use games, tasks, exercises questions etc. wherever possible to maximise your students involvement.
2. **PEOPLE REMEMBER THINGS BETTER WHEY THEY SEE THEM**, using clearly laid out and well prepared visual aids or models provides an effective record of what was covered during the session. There are a wide variety of visual aids available to choose from, whiteboards, flipchart, overheads, handouts, models etc. Think carefully about the pro's and con's of each before choosing which best suits your session.
3. **PEOPLE FORGET MOST OF WHAT THEY HEAR**, this means we need to think carefully about what we are going to say during the session. Use simple terms, speak clearly, maintain eye contact, use questions and always try to avoid describing something you could demonstrate or show using a visual aid.

SUMMARY

- **The more you can involve your students the more they will enjoy it and therefore learn.**
- Remember to take time to plan your session properly thinking carefully about THE WHAT and THE HOW.
- There are no hard and fast rules about how long the session should be, think about who you are teaching, as a general rule children have shorter attention spans then adults. Some of the broader topics are far better covered by breaking them into a number of shorter sessions.

Using Safety Boats



- The boat should be suited to the teaching environment
- The boat must be properly equipped and kept tidy
- Always observe safety procedures
 - ALWAYS WEAR KILLCORD
 - Be observant at all times
 - Sit down when driving
 - Turn engine OFF when working around people in the water
- Safety Boat should be an aid not a distraction
- Report any engine faults to the SI
- Keep speeds low around sailing Boats
- NEVER “Buzz” Sailors
- Sailing instructors should aim to upgrade to Safety Boat certificate

How to revalidate your Instructor Qualification

A series of focus groups were organised at the end of 2011 where the ISA met with Instructors, Senior Instructors and Managers from all disciplines of ISA Training Centres. Upon discussion with both Instructors and Instructor Trainers it was agreed that the previous Instructor Conference format was not delivering adequate revalidation standards. **Based on these findings the ISA has revised the revalidation process.**

The ISA now provides Revalidation Workshops on an annual basis which gives Instructors the opportunity to practice their skills with coaching from peers and Trainers alike. It is a more hands on approach to revalidation. These Revalidation Workshops ensure that standards of instruction are maintained as well as an opportunity for Instructors to meet. Instructors **do not have to attend two workshops in one year** and therefore can stagger their attendance. **Remember that even if in date, ISA Instructor qualifications are only valid when the holder also has a current Emergency Care certificate.** Instructors can still revalidate by upskilling.

There are 2 ways in which an ISA Instructor can revalidate their qualification;

	<p>Attend an Instructor CPD Workshop</p> <p>We have scheduled Instructor CPD Workshops in the main disciplines Sailing, Windsurfing, Powerboating and Emergency Care. The workshop will provide you with the opportunity to meet with other Instructors and refresh & develop your Instructing skills. They comprise of;</p> <ul style="list-style-type: none"> • Briefing / update. • Assessment of personal skills & knowledge. • Facilitated workshop on Instructor skills. <p><small>www.sailing.ie >> Training & Certification >> Instructor and Training Centre resources (Instructor) >> ISA Instructor & Coach Courses (Instructor Revalidation)</small></p>
	<p>Upgrade your qualification.</p> <p>By upgrading your qualification to a more advanced or Senior Instructor qualification you will automatically revalidate your original instructor certificate as well as all other Instructor qualifications in this discipline. This option should also make you more attractive to employees as well as potentially increasing your earning capacity.</p> <p><small>www.sailing.ie >> Training & Certification >> Instructor and Training Centre resources (Instructor) >> ISA Instructor & Coach Courses (select discipline / boat type)</small></p>

FAQs

1. Do I still need to log hours?

In order to revalidate your ISA Instructor qualification you must show that you have been instructing regularly. The following criteria apply:

→ *Small Boat Sailing Scheme*

→ *Go! Windsurfing Scheme*

→ *ISA Cruising Scheme*

A minimum of 10 days in the last year or 20 days in the last 2 years.

→ *National Powerboat Training Scheme,*

→ *Inland Waterways Motorboat Training Scheme &*

→ *PWC Training Scheme;*

→ *Basic Marine Engine Maintenance Scheme*

→ *Emergency Care Scheme*

A minimum of 6 days in the last year or 12 days in the last 2 years.

2. What Counts as a “Day”?

All days counting towards revalidation must be full days worked on an ISA accredited course. The level of the course must be appropriate to your qualification. For example; a Go Racing Dinghy Instructor must have spent some time working on Go Racing courses in order to be able to revalidate as a Go Racing Dinghy Instructor.

How to revalidate your Instructor Qualification

3. *What else do I need?*

- A current Emergency Care Certificate

A list of ISA course providers is available on the website

www.sailing.ie >> Training & Certification >> Safety >> Emergency care.

Some other course are accepted – Contact ISA Training Office to check

- Current ISA membership.

Members of Category 1 clubs are members of the ISA & so may use membership card. Otherwise you can renew using the button on the Instructor Revalidation webpage.

www.sailing.ie >> Training & Certification >> Safety >> Instructor and Training Centre resources (Instructor) >> ISA Instructor & Coach Courses (Instructor Revalidation)

4. *If I am qualified in a number of disciplines do I have to attend revalidation workshops in all of these?*

Yes. However, where you would have to attend more than one workshop in a year, we may if requested, revalidate other qualifications for 12 months in order to spread attendance at workshops out over a number of years. This is on condition that the ISA is provided with proof of active instructing as laid out in FAQ Section 1.

Procedure for an Instructor / Coach training candidate to appeal result of Instructor/ Coach training course or assesment.

The candidate should in the first instance, raise their concern with the course Instructor Trainer at the earliest opportunity and in order to facilitate an amicable solution.

If the candidate feels that it is inappropriate to raise their concerns with the course Instructor Trainer or if the candidate has raised their concerns with the course Instructor Trainer and an amicable solution has not been reached then the candidate should appeal in writing to the ISA Training Manager within 20 working days of the assessment. This appeal should contain the following;

- Full details of the Training course / assessment including the names of the course Instructor Trainer, moderating / support Instructor Trainer, course venue, course / assessment dates.
- The nature and grounds of the appeal.
- Copies of any supporting documentation relating to the course / assessment – such as instructor course report form etc.

An investigation will follow which will normally be concluded within a period of 20 working days from receipt of the written appeal. If the investigation cannot be concluded within this period the candidate will be notified and reasons provided. Following the investigation, the candidate will be informed of the outcome which will be one of the following;

- The original course result / assesment result is confirmed.
- A recomendation that the candidate be re-assessed by either the same or another Instructor Trainer or Coach Tutor as appropriate.
- The original course result / assessment is overturned and the candidate may be issued with the appropriate certification.

If the candidate is still unhappy with the decision they may appeal the outcome to the ISA Tribunal.



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