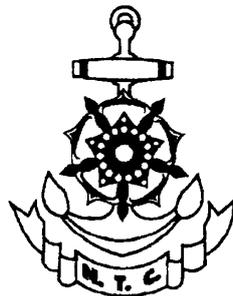


Nautical Training Corps

Boating Regulations



**PRO DEO REGINA
ET PATRIA**

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Preface

These regulations and guidance notes are compiled for the benefit of those in the Corps who need to know what is permissible and what is not, what the requirements are for obtaining cadet awards and badges, what the requirements are for Approved Competent Persons and the organisation and running of events and courses etc.

The purpose of the limitations imposed by these regulations has one single objective; that is the safety of cadets and other participants.

It must be accepted by all reasonable people that boating involves an element of personal risk, by following these regulations and guidelines it is hoped to keep this risk to a minimum. (The only absolutely safe approach to potentially hazardous pursuits is to ban them completely but it is considered that in the interests of a spirit of adventure and self-reliance these activities should be encouraged but always with qualified and competent supervision.)

It is obvious that no matter what regulations are promulgated it is only through their implementation can they be effective. All Officers and Instructors in the Corps have an obligation to ensure that they are followed.

It is unlikely that every eventuality that may arise is covered in these regulations and where the least doubt exists, further advice and guidance must be sought from the National Boating Manager or the relevant National Governing Bodies. They should also be read in conjunction with the "Corps Regulations" all of which apply no matter what is contained herein, or Units own local orders.

These regulations and guidance notes are based on those of the National Governing Bodies of the appropriate disciplines i.e. Royal Yachting Association (sailing and power driven craft), British Canoe Union (paddlesport), St John Ambulance (first aid) and the wealth of experience gained over many years by these organisations.

SECTION 1

AGE LIMITS

It is the Corps intention that all of its members can participate in all activities; there are no age restrictions to boating activities.

There is one exception however, following concerns about young children holding powerboat certificates; the Royal Yachting Association has issued the following guidance;

Powerboat Level 1 Introduction to Powerboating – minimum age 8 years, certificates for under 12s must be endorsed “the holder should only use powered craft under the supervision of a competent adult in the vessel”. 12 to 16 year olds will receive a Level 1 certificate which will be endorsed – *The holder should only use powered craft under the supervision of a responsible adult.*

Powerboat Level 2 National Powerboat Certificate – minimum age 12 years, certificates for under 16s must be endorsed “the holder should use powered craft only under the supervision of a competent adult.”

The minimum age for Advanced Powerboat certificates is 17.

The following guidance must be taken into consideration when deciding whether cadets take part in boating activities.

In cold weather it is a persons build rather than age that is the critical factor in cases of hypothermia, a large child is likely to have a greater endurance than a slightly built one in freezing conditions, common sense must prevail in making decisions in this area.

PARENTAL CONSENT

No cadet may take part in any boating activity without his or her parent’s written consent on the appropriate Corps consent form.

Risk Activity and Parent Consent Forms are available from Regional Commanders and after having been signed by the parent or legal guardian these should be kept with the Units records and produced on request from an authorised Officer/Instructor.

The form must be endorsed to show any medical complaints, and any medication involved, that the boating instructor should be aware of.

Boating instructors must ensure that they have access to these forms before taking cadets afloat.

NO FORM, NO BOATING.

SWIMMING ABILITY

Cadets are to be encouraged to pass the Corps swimming test but this should not be a draw back to participating in boating activities.

All participants will be wearing personal buoyancy and accompanied by a competent adult, consideration must be given to the location and weather conditions involved on the day and a common sense decision based on the risks involved.

PERSONAL PROTECTIVE EQUIPMENT – LIFEJACKETS and BUOYANCY AIDS

For some time the guidance on the choice of buoyancy aids and lifejackets has been that they should comply with the appropriate level of EN 390 series European Standard. ISO, the International Standards Organisation, has published new international standards for buoyancy aids and lifejackets. This does not mean we have to buy new kit. The EN marked buoyancy aids and lifejackets are still okay provided they are 'in date', correctly serviced and not reached the end of their useful life. But when it is time for replacements you will find you are looking at ISO marked equipment.



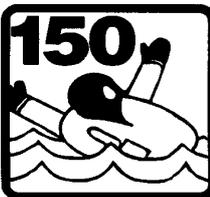
LEVEL 50

Suitable for competent swimmers and who are near to the bank or shore, or who have help and a means of rescue close at hand. These garments have minimal bulk, but they are of limited use in disturbed water, and cannot be expected to keep the user safe for a long period of time. They do not have sufficient buoyancy to protect people who are unable to help themselves. They require active participation by the user. Standards applicable to this level are EN 393 or ISO 12402-5.



LEVEL 100

Suitable for those who may have to wait for rescue, but are likely to do so in sheltered waters. The device should not be used in rough conditions. Standards applicable to this level are EN 395 or ISO 12402-4.



LEVEL 150

Suitable for general offshore and rough weather use, where a high standard of performance is required. It will turn an unconscious person into a safe position and requires no subsequent action by the user to maintain this position. Standards applicable to this level are EN 396 or ISO 12402-3.



LEVEL 275

Primarily for offshore use and by people who are carrying significant weights, thus requiring additional buoyancy. It is also of value to those who are wearing clothing which traps air and which may adversely affect the self-righting capacity of the lifejacket. It is designed to ensure that the user is floating in the correct position with their mouth and nose clear of the surface. Standards applicable to this level are EN 399 or ISO 12402-2.

All persons participating in Corps boating activities must wear personal buoyancy; this includes some activities in an indoor swimming pool.

Consideration must be given to the ability of the participants and if any doubt exists LIFEJACKETS are to be worn.

SPRAYDECKS

Spraydecks may be worn in kayaks by cadets if they can demonstrate a controlled and calm capsize when worn.

HELMETS

Protective helmets are to worn by cadets taking part in paddlesport activities on moving water and also by cadets learning to sail in sailing single-handed dinghies i.e. Toppers, Lasers etc.

SECTION 2

RISK ASSESSMENTS

Organisers/Approved Competent Persons have an obligation to make their activity as safe as reasonably possible, this is done by assessing the risks attached to the activity.

An assessment of risk is nothing more than a careful examination of what could cause harm to people, so that you can weigh up whether you have taken enough precautions or should do more to prevent harm. The aim is to make sure that no one gets hurt or becomes ill. Accidents and ill health can ruin lives.

Don't be put off by some of the words used in this guide.

Hazard means anything that can cause harm (e.g. weather conditions, safety boat propellers etc).

Risk is the chance, great or small, that someone will be harmed by the hazard.

The important things you need to decide are whether a hazard is significant, and whether you have it covered by satisfactory precautions so that the risk is small. You need to check this when you assess the risks. For instance, electricity can kill but the risk of it doing so in an office environment is remote, provided that live components are insulated and metal casings properly earthed.

Don't overcomplicate the assessment. In most cases the hazards will be obvious to an experienced Approved Competent Person. Checking them is common sense, but necessary. Some of them have already been done – for example, you know that the most obvious hazard is drowning so we have worked out a policy on the use of lifejackets or buoyancy aids and safety boat cover. You can consider these 'checked', and write that down if you are making a written assessment. For other hazards, you probably already know whether you have equipment that could cause harm, or if there is an awkward slipway or pontoon where someone could be hurt. If so, check that you have taken what reasonable precautions you can to avoid injury.

If you are confident do the assessment yourself, if not get help from a competent source (any senior boating instructor). But remember you are responsible for seeing it is adequately done.

These guidelines are based on HSE guidelines adapted for RYA Recognised Teaching Establishments.

HOW TO ASSESS THE RISKS

Step 1 Look at the hazards

If you are doing the assessment yourself, walk around the area, sail around your sailing area and look afresh at what could reasonably be expected to cause harm. Ignore the trivial and concentrate only on significant hazards that could result in serious harm or affect several people. Ask your Instructors and helpers what they think. They may have noticed things that are not immediately obvious. Manufacturers' instructions or datasheets can also help you spot hazards and put risks in their true perspective. So can accident and ill-health records.

Step 2 Decide who might be harmed, and how

Those most obviously at risk are your students but do not forget Instructors and helpers. Include members of the public, or people who share your boating area, if there is a chance they could be hurt by your activities.

Step 3 Evaluate the risks arising from the hazards and decide whether existing precautions are adequate or more should be done

Even after all precautions have been taken, usually some risk remains. What you have to decide for each significant hazard is whether this remaining risk is high, medium or low. First, ask yourself whether you have done all the things that the law says you have got to do. For example, there are legal requirements on prevention of access to dangerous parts of machinery. Then ask yourself whether generally accepted boating standards are in place. But don't stop there; think for yourself, because the law also says that you must do what is reasonably

practicable to keep your working environment safe. Your real aim is to make all risks small by adding to your precautions if necessary.

Improving health and safety need not cost a lot. For instance, placing a mirror on a dangerous blind corner to help prevent vehicle accidents, or putting some non-slip material on slippery steps, are inexpensive precautions considering the risks.

If you find that something needs to be done, ask yourself:

- (a) Can I get **rid of the hazard** altogether?
- (b) If not, how can I **control the risks** so that harm is unlikely?

Do not attempt artificially to remove hazards that are inherent in boating. To do so would be pointless because your cadets would then finish their activity totally unprepared for the hazards they will encounter in the real world.

If the work you do tends to vary a lot, or if you or your team moves from one site to another select those hazards that you can reasonably foresee and assess the risks from them. After that, if you spot any unusual hazard when you get to a site, get information from others on site, and take what action seems necessary.

If you share an area, tell the other users/people there about any risks your activities could cause them, and what precautions you are taking. Also, think about the risks to your cadets, instructors and helpers from those who share your site.

Step 4 Record your findings

You do not have to write anything down, but if you do, you must record the significant findings of your assessment. This means (1) writing down the more significant hazards and (2) recording your most important conclusions - for example, Electrical installations: insulation and earthing checked and found sound, or Fumes from laminating in repair shop: local exhaust ventilation provided and regularly checked. You must also inform your cadets about your findings.

There is no need to show how you did your assessment, provided you can show that:

- a proper check was made,
- you asked **who** might be affected,
- you dealt with all the obvious significant hazards, taking into account the number of people who could be involved,
- the precautions are reasonable, and the remaining risk is low.

Assessments need to be suitable and sufficient, not perfect.

The real points are:

- Are the precautions reasonable, and
- is there something to show that a proper check was made?

Keep the written document for future reference or use; it can help you if anyone questions your precautions, or if you become involved in any action for civil liability. It can also remind you to keep an eye on particular matters. And it helps to show that you have done what the law requires. There is a form with this guide that you may find helpful but, by all means, produce your own form if it suits you better.

To make things simpler, you can refer to other documents, such as manuals, NGB publications, the arrangements in your health and safety policy statement, local byelaws, manufacturers' instructions, and your health and safety procedures. These may already list hazards and precautions. You don't need to repeat all that, and it is up to you whether you combine all the documents, or keep them separately.

Step 5 Review your assessment from time to time and revise it if necessary

Sooner or later you will bring in new equipment, boats and procedures that could lead to new hazards. If there is any significant change, you should add to the assessment to take account of the new hazard. In any case, it is good practice to review your assessment from time to time. Don't amend your assessment for every trivial change, or still more, for each new activity, but if a new activity introduces significant new hazards of its own, you will want to consider them in their own right and do whatever you need to keep the risks down.

Getting help

It is a legal requirement to assess risks. In the unlikely event that you get stuck on the assessment, you can seek advice and help from any senior boating instructor or the National Boating Manager. You will find most of what you need to know about legal requirements and standards in:

Essentials of Health and Safety at Work
ISBN 0 71760 716X, £5.95

RISK ASSESSMENT

UNIT _____

ORGANISER _____

ASSESSMENT DATE _____ LOCATION _____

ACTIVITY _____

HAZARD	WHO MIGHT BE HARMED
<p>Look for hazards that you could reasonably expect to result in significant harm under the conditions in your location. Use the following examples as your guide: -</p> <ul style="list-style-type: none">Drowning – from capsize or falling overboardCold – from immersion or exposureInjuries, from booms, ropes etcSlipping/tripping on slipways or pontoonsWork at heights (up masts)Overhead cablesChemicals used in workshops or for cleaningDispersal of craftStrandingFire, afloat and ashoreWinches and winch wires on slipwaysVehiclesContaminated waterUnderwater obstructionsOperation of safety craftUse of toolLifting/manoeuvring heavy objectsMedical ailments	<p>There is no need to list individuals by name – just groups of people doing similar activities or who might be affected, for example: -</p> <ul style="list-style-type: none">CadetsInstructorsHelpersThe public <p>Pay particular attention to: -</p> <ul style="list-style-type: none">People with disabilitiesVisitorsAbsolute beginnersInexperienced staff/helpers <p>They may be more vulnerable</p>
<p>LIST HAZARDS HERE</p>	<p>LIST GROUPS OF PEOPLE WHO ARE ESPECIALLY AT RISK FROM THE SIGNIFICANT HAZARDS YOU HAVE IDENTIFIED</p>

See over

IS THE RISK ADEQUATELY CONTROLLED	WHAT FURTHER ACTION IS NEEDED TO CONTROL THE RISK?
<p>Have you already taken precautions against the risks from the hazards you listed?</p> <p>For example, have you provided:</p> <p>Adequate information, instruction or training? Adequate systems or procedures?</p> <p>Do the precautions:</p> <p>Meet the standards set by a legal requirement? Comply with recognised National Governing Body guidelines? Comply with NTC guidelines? Represent good working practice? Reduce risk as far as reasonably practicable?</p> <p>If so, then the risks are adequately controlled, but you need to indicate the precautions you have in practice. You may refer to procedures, manuals, guidelines, etc giving this information.</p>	<p>What more could you reasonably do for those risks which you found were not adequately controlled?</p> <p>You will need to give priority to those risks that affect large numbers of people and/or could result in serious harm.</p> <p>Apply the following principles when taking further action, if possible in the following order:</p> <p>Remove the risk completely (but not the risks inherent in boating) Try a less risky option Prevent access to the hazard (e.g. by guarding) Organise the activity to reduce exposure to the hazard Issue personal protective equipment Provide welfare facilities (e.g. washing facilities for removal of contamination and first aid)</p>
<p>LIST EXISTING CONTROLS HERE OR NOTE WHERE THE INFORMATION MAY BE FOUND</p>	<p>LIST THE RISKS THAT ARE NOT ADEQUATELY CONTROLLED AND THE ACTION YOU WILL TAKE WHERE IT IS REASONABLY PRACTICABLE TO DO MORE. YOU ARE ENTITLED TO COST INTO ACCOUNT, UNLESS THE RISK IS HIGH.</p>

SECTION 3

APPROVED COMPETENT PERSONS

There are two types of Approved Competent Person; Boating Instructor and Boating Supervisor.

Any adult member of the NTC will be considered to be competent provided they meet the relevant criteria and requirements laid down in these regulations.

All Competent Persons will be over 18 years old and must hold a current Adult First Aid certificate issued by a recognised First Aid authority.

The National Boating Manager may withdraw the authority to participate in Boating activities at any time; appeals are to be heard by the Chief of Staff whose decision is final.

Old style "Provisional" Charge Certificates issued as part of previous versions of these guidance notes are no longer valid or to be issued.

BOATING INSTRUCTOR

Adults who hold a current National Governing Body (NGB) Instructor qualification will be considered competent to instruct and coach boating activities relevant to their qualification.

In the case of Pulling boats those who have attained the Pulling Instructor award or by direct assessment of their competence by the National Boating Manager will be considered competent at this level.

Adults competent to this level are reminded they must carry out a risk assessment prior to any boating activity (see Section 2), additionally special conditions or endorsements may be imposed, whether verbally or in writing, by the National Boating Manager.

Persons competent to this level may also organise and supervise a boating activity relevant to their qualification, according to any restrictions or conditions imposed by any endorsement whether verbally or written.

Exceptional consideration used to be considered for persons who did not hold an NGB qualification but could demonstrate their ability, through their previous Corps experience, to instruct to NGB standards. This exception will no longer be considered as there are no longer any NTC members eligible for this exception.

The assumed competency of a Boating Instructor will automatically lapse when the relevant NGB qualification expires.

When Instructor qualifications are revalidated by NGB's the assumed competency at this level will automatically be revalidated.

BOATING SUPERVISOR

Adult members of the NTC will be considered competent when they meet the requirements of Table 1 below.

Persons competent at this level are permitted to take charge and supervise a vessel or group of vessels manned by cadets, in a particular location according to any restrictions or conditions imposed either verbally or in writing by the National Boating Manager. This assumes that the cadets have some ability and are undertaking a boating activity for NON-INSTRUCTIONAL purposes.

Boating Supervisors may not participate or engage in any instructional activity unless under the direct supervision of a NGB Instructor appropriate to the activity and conditions.

Adults competent to this level are reminded they must carry out a risk assessment prior to any boating activity (see Section 2), additionally special conditions or endorsements may be imposed, whether verbally or in writing, by the National Boating Manager.

Minimum Requirements for Persons to be Considered Competent as a Boating Supervisor

Paddlesport	British Canoe Union	Three Star Award relevant to the discipline being carried out i.e. WW, touring, SK, OC, surf. OR Paddlepower Excel
Dinghy Sailing	Royal Yachting Association	Level 2 or Stage 3 plus a development skill award
Powerboating	Royal Yachting Association	Level 2
Cruising (sail/power)	Royal Yachting Association	Day Skipper
Pulling	Nautical Training Corps	Pulling Coxswain

TABLE 1.

The National Boating Manager will maintain a register of approved persons and will provide confirmation to appropriate persons on request.

The assumed competency will need to be revalidated every 3 (three) years. Continuance of the assumed competency of a Boating Supervisor will be by the National Boating Manager on receipt of documentary evidence of continued activity, evidence of improvement in the holders' personal ability and a current adult First Aid qualification. It is the responsibility of the holder to provide this evidence.

BOAT WORTHINESS CERTIFICATES

All vessels used in Corps activities must be checked for their suitability and worthiness to fulfil the job they are designed to do, and in the location for their use.

Boating Instructors are appointed as examiners. They may be called upon to check vessels relevant to their qualification and will issue certificates and stickers valid for one year.

Certificates are renewable annually and sight of them can be demanded by Inspecting Officers during a Units inspection/audit or by NGB Senior Instructors.

Certificates may be endorsed imposing restrictions or conditions as to the use of the vessel, vessels not carrying a current sticker may be disqualified from Corps competitions as the result of an objection by other competitors.

The examiners are not looking for minor damage, but particular attention will be paid the buoyancy within the vessel so that in the event of a capsize (which can be quite a normal part of paddlesport or dinghy sailing), the vessel will float horizontally and with sufficient freeboard to permit a conventional rescue.

Records of valid Worthiness Certificates are to be held by the Units' Commanding Officer and Regional Commanders.

CADET PROFICIENCY BADGES

The badges listed below can be awarded to cadets to wear on their uniforms in the proper manner as laid down in Corps Rules & Regulations, once they have successfully attained the relevant certificate.

NTC Canoeing (Cadet) Proficiency	OR	BCU Paddlepower Discover BCU 2 Star
NTC Advanced Canoeing (Cadet) Proficiency	OR	BCU Paddlepower Excel BCU 3 Star (any)
NTC Seamanship Proficiency	OR OR OR	RYA Stage Four (dinghy) RYA Level Two (dinghy) RYA National Powerboat Level 2 RYA Competent Crew (cruising)

SECTION 4

BOATING SYLLABUS DINGHY SAILING

Youth Sailing Scheme

The RYA Youth Sailing Scheme provides an enjoyable and progressive way to learn to sail. Each certificated course provides an opportunity to recognise cadet achievements.

RYA certificates are a significant achievement. Instructors sign off each skill as it is completed. Once completed, the certificate can be of use in contributing to other areas of cadet study or activities, such as PE in school, or the Duke of Edinburgh Award Scheme.

The Youth Scheme is usually completed in small dinghies suitable for the size of the cadet. However, it can also be completed in keelboats and multihulls with some changes to the syllabus e.g. no capsizes in keelboats.

Cadets can learn to sail very quickly, provided the equipment is right for them and the challenge suitable. There is provision for guidance and help within the Youth Sailing Scheme, depending upon the conditions and what cadets have to do. In general, cadets may receive physical help with any part of the syllabus when more strength is required, e.g. on a steep and slippery slipway.

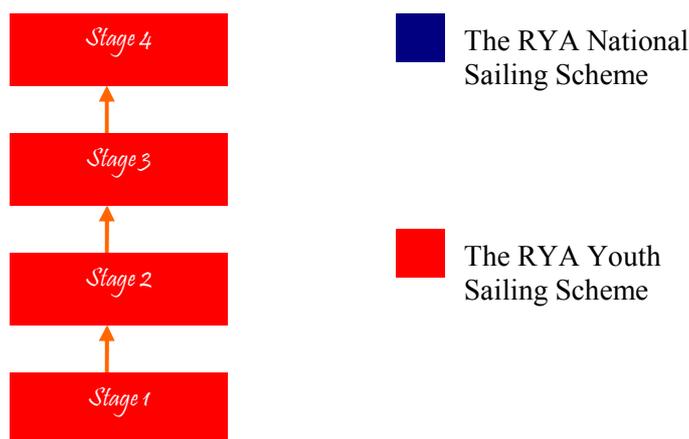
It is important cadets can perform all the skills in one course before tackling the next one; otherwise they will waste time re-learning skills; or even fail to complete all of the new course.

In the following sections ‘With instruction’ means ‘Can perform the task with a briefing for the conditions, and physical assistance if necessary’.

In general courses in the RYA Youth Sailing Scheme are of a minimum length of two days or an equivalent series of sessions. They may be run over a longer period, especially if cadets have not sailed since their last course. Sailing is a sport which gets better with practice, and cadets should try to sail between courses whenever possible. Practice makes perfect!

Stage 3 is equivalent to Level 2 in the National Sailing Scheme. Courses up to Stage 3 may be delivered in single handed or double handed boats, but Stage 4 should involve mainly the use of double handed boats.

Sailors who are unable to complete parts of the syllabus due to a disability may still receive a certificate, endorsed as necessary e.g. ‘needs assistance with capsizing drill’.



Following completion of Stage 4, cadets are invited to further to develop their skills through the Advanced Modules of the RYA National Sailing Scheme. Details are available in further sections of these guidelines and RYA publication G4, the National Sailing Scheme Syllabus and Logbook. If cadets have experience in double handed boats they may be able to pass from Stage 3 to the National Scheme.

If cadets have partially completed sections of the old Youth Scheme logbook, G11/01, they are invited to have the signed sections transferred across to the new logbook, G11/05.

Start Sailing Stage One Award

By the end of this introductory course, cadets will have a basic understanding of how a boat sails, and some experience of steering and handling the boat. Stages 2 and 3 will complete their introduction to the sport in easy stages.

PRACTICAL

By the end of the course cadets can:

- Assist with rigging a boat
- Launch a dinghy and get under way**
- Secure a boat to a trolley**
- Assist with recovery and stowage of dinghy and gear**
- Tie a figure of eight and cleat a halyard
- Be a responsive crew under instruction*
- Steer when sailing and being towed
- Steer on a reach and go about (reach to reach)
- Understand the effect of basic boat controls
- Understand the basic principles of stopping; controlling speed and getting out of irons
- Paddle or row (with sprit, paddle or oars)
- Call for assistance
- Put on personal buoyancy correctly
- Be confident in the water wearing personal buoyancy
- Understand the importance of staying with the boat after a capsize

SAILING BACKGROUND

- Can name basic parts of a boat (i.e. hull, mast, rudder, tiller, centreboard, sheets, etc)
- Understands what action to take to help those in distress
- Understands local hazards
- Understands how to prepare for a tow
- Understands personal safety – and knows what to wear for sailing (including head and footwear)
- Has knowledge of wind direction

*Not singlehanders

**Not keelboats

Start Sailing

Stage Two Award

By the end of this course, cadets will have a range of sailing skills and background knowledge, and be well on the way to being a confident small boat sailor.

PRACTICAL

By the end of the course cadets can:

- Put a boat head to wind for rigging
- Rig a dinghy
- Understand how to manoeuvre a trolley clear of other boats and overhead cables**
- Launch and recover a small dinghy in an offshore wind**
- Tie a round turn and two half hitches and a reef knot
- Control speed, and stop by lying-to
- Get out of irons
- Go about (close reach to close reach)
- Crew a boat effectively*
- Sail a shallow triangle across the wind under supervision (gybing optional)
- Understand the principles of the Five Essentials
- Understand the principles of returning to a beach** or pontoon (offshore wind)
- Be scooped in during capsized recovery **
- Or right one type of dinghy**

SAILING BACKGROUND

- Understand the No Go Zone
- Understand what is meant by windward, leeward and gybe
- Have knowledge of
 - spars and rigging
 - parts of the sail
 - sail controls and foils
 - offshore and onshore winds
 - telling someone ashore
 - the dangers of man made hazards e.g. overhead power lines, weirs
 - Port / Starboard rule
- Understand several ways of finding wind direction
- Choose and correctly adjust a personal buoyancy aid
- Understand what to wear

*Not singlehanders

**Not keelboats

Start Sailing Stage Three Award

Stage 3 is equivalent to Level 2 in the National Sailing Scheme.

Having completed Stage 3 cadets will be able to sail in any direction and rig and launch a boat. Their skills and knowledge mean that they can be regarded as a sailor, not a beginner.

PRACTICAL

By the end of the course cadets can:

- Rig, launch and recover in an onshore wind**
- Reef a dinghy ashore according to weather conditions**
- Store a dinghy ashore**
- Tie a bowline, clove hitch and rolling hitch
- Demonstrate the basic principles of
 - the five essentials – sail setting, balance, trim, course made good and centreboard
 - sailing on all points of sailing on a triangular course
 - tacking upwind
 - gybing from a training run
 - righting a small capsized dinghy as helm/crew**
 - coming alongside a moored boat
 - prepare for/take up tow from power craft
 - pick up a mooring
- Understand the racing course and starting procedure

BACKGROUND KNOWLEDGE

- Understand how to recover a man overboard
- Understand the points of sailing
- Understand how a sail works – basic aerodynamic theory
- Knows basic terminology for use afloat (windward, leeward, bear away, luff up)
- Understand the importance of clear communication aboard
- Understand lee shore dangers and sailing in close company with other water users
- Understand advice to inland sailors for coastal sailors
- Knows the importance of personal safety and telling someone ashore
- Understand the dangers of hypothermia and the importance of first aid training
- Know the basic rules of the road – Port/Starboard, windward boat and overtaking boat
- Know how to obtain a weather forecast
- Understand Beaufort Wind Scale
- Know when to reef
- Understand the importance of
 - personal safety equipment
 - boat buoyancy
 - basic safety equipment e.g. anchor, paddle, bailer

*Not singlehanders

**Not keelboats

Start Sailing Stage Four Award

A Stage 4 certificate means that cadets have the skills necessary to sail a double handed boat as crew or helm and solve a variety of problems afloat. Passing this course is the natural entry point for the advanced courses in the National Sailing Scheme.

PRACTICAL

By the end of the course cadets can:

- Rig, launch and recover in any wind direction
- Set up a boat according to weather condition using sail and rig controls e.g. mast rake, reefing, etc
- Tie and know the uses of figure of eight, round turn and to half hitches, reef knot, bowline, clove hitch, rolling hitch, sheet bend
- Demonstrate sailing techniques and manoeuvres from Stage 3 in a crewed boat
- Communicate effectively as helm and crew
- Effectively use the 5 essentials by helm and crew including use of tell-tales
- Recover a man overboard
- Demonstrate returning to a beach**, jetty or mooring safely in any wind direction

COASTAL (OPTIONAL)

- Apply practical sailing techniques and manoeuvres on tidal waters
- Apply the IRPCS afloat
- Demonstrate basic knowledge of IALA buoyage, how to use tide tables and how to find the direction of tidal streams

BACKGROUND KNOWLEDGE

By the end of the course cadets will have knowledge of:

- IRPCS
- Beaufort Scale
- Synoptic charts
- Tidal ebb and flow
- Spring and neap tides
- Know how to recover from a total inversion**

**Not keelboats

National Sailing Scheme

Basic Skills Level 1

This course provides a short introduction to sailing for novices. By the end of the course, participants will have had a basic understanding of boat handling techniques and background knowledge. It is recommended that all participants consolidate this short introduction with the Basic Skills Level 2 course.

For courses run in dinghies, the ratio of students to instructors should not exceed 6:1 when using single-handed dinghies or 3:1 in crewed dinghies. Keelboat courses can be run with a student:instructor ratio of up to 5:1 depending on the type of boat.

SECTION A: PRACTICAL

- Rigging Has wind awareness and knowledge of spars & rigging, parts of the sail, sail controls and foils.
- Ropework Can tie figure of eight knot, round turn & two half hitches and secure a rope to a cleat.
- Sailing techniques & manoeuvres
 - Has wind awareness.
 - Practical understanding of the basic principles of the following manoeuvres:
 - Reaching - sailing across the wind
 - Stopping - lying-to
 - Controlling speed
 - Tacking - turning the front of the boat through the wind
 - Getting out of irons
 - Sailing upwind, sailing downwind
 - Gybing - turning the back of the boat through the wind.
- Launching & recovery
 - Can secure boat on trolley.
- Understands the principles of:
 - Wheeling a trolley clear of other boats & overhead cables
 - Launching & leaving the shore
 - Coming ashore & recovery of dinghy
 - Wind awareness.

SECTION B: SAILING BACKGROUND

- Sailing theory & background
 - Aware of other water users.
 - Has basic knowledge of rules of the road - port/starboard, windward boat, overtaking boat, power/sail.
- Meteorology Awareness of onshore & offshore winds. Knows sources of weather information.
- Clothing & equipment
 - Knows importance of appropriate clothing, footwear and personal buoyancy.
- Capsize recovery *
 - Theory - knows importance of staying with the boat.

KEELBOAT SAILORS ONLY

- Man overboard recovery
 - Understands action to be taken to recover a man overboard.
- Clothing & equipment
 - Understands use of safety harnesses if fitted.
- Emergency equipment & precautions
 - Aware of potential hazards of fuel and gas.
 - Has knowledge of stowage and use of fire extinguishers.

*Not keelboats

Basic Skills

Level 2

By the end of the course, the successful sailor will be safety conscious, have a basic knowledge of sailing and be capable of sailing without an instructor on board in light winds. It will be assumed that every student starting this course has already mastered the practical skills and absorbed the background knowledge required for Sars Sailing Level 1. Both courses can be combined.

Trained instructors, using appropriate supervision ratios with regard to the location and stage of instruction will give tuition. For courses run in dinghies, the ratio of students to instructors should not exceed 6:1 when using single-handed dinghies or 3:1 in crewed dinghies. Keelboat courses can be run with a student: instructor ratio of up to 5:1 depending on the type of boat.

In dinghies or multihulls, capsize recovery will be conducted in a controlled way, one boat at a time, with a suitable rescue boat in attendance.

Practical work will be assessed on a continuous basis though an oral interview or short written paper may be used as the basis for theory assessment if required. Students will be kept informed of their individual progress throughout the course.

SECTION A: PRACTICAL

- Rigging Understands how to rig according to weather conditions.
Able to reef ashore*
- Ropework Can tie a bowline, clove hitch and rolling hitch
- Sailing techniques & manoeuvres
Understands the basic principles of the following:
The Five Essentials - sail setting, balance, trim, course made good and centreboard*
Leaving and returning to a beach, jetty or mooring
Coming alongside a moored boat.
- Knows basic rules of the road
Power/sail, port/starboard, windward boat, overtaking boat.
Aware of lee shore dangers, sailing in close company with others and man overboard recovery.
- Launching & recovery*
Has knowledge of dinghy storage ashore, launching and recovery.*
Able to paddle a sailing dinghy and row a boat around a short triangular course, come alongside and make fast.†
- Capsize Recovery*
Has practical experience of one method and knowledge of one other procedure.
- Racing Understands the course and starting procedure. (May be covered as onshore teaching)

MULTIHULL SAILORS ONLY

Understands the basic principles of crew weight, airflow, technique (C.A.T.)

KEELBOAT SAILORS ONLY

- Rigging Can reef afloat.
- Ropework Can use winches.
- Use of engine (if fitted)
Has knowledge of engine checks, starting, stopping and running procedures.
Able to come alongside and pick up a mooring.

SECTION B: SAILING BACKGROUND

Sailing theory & background

Has knowledge of:

Points of sailing

No Go Zone

Basic aerodynamic theory - how a sail works

Sea sailing - basic advice for inland sailors; local tide tables, tidal sequence springs & neaps, ebb & flow, taking local advice

The effects of wind direction and tidal flow on sailing conditions

Speed over ground with/against tidal flow

Estuaries and harbour mouths – conditions and hazards

Informing someone ashore

Inland sailing - basic advice, local bylaws, permits, overhead power lines, locks and weirs.

Aware of the dangers of hypothermia and knows importance of first aid training, particularly in cardio pulmonary resuscitation.

Meteorology Knows sources of weather information, weather & shipping forecasts, when to reef.

Understands Beaufort Wind Scale.

Clothing & equipment

Knows importance of personal safety, clothing & buoyancy, boat buoyancy & basic equipment (anchor, paddle, bucket, bilge pump if fitted).

Emergency equipment & precautions

Knows importance of first aid kit, stowage and use of flares, visual methods of attracting attention, action to help those in distress.

SECTION C: COASTAL (OPTIONAL)

Capable of practical application of meteorology, and Section A in coastal waters.

Able to anchor, (keelboats only) sail using transits.

Understands how to apply weather forecasts in coastal waters.

SECTION D: EXPERIENCED SAILOR'S ONE DAY ASSESSMENT

The candidate must present logged evidence of at least a full season's sailing experience. He will satisfactorily complete the whole of Section A and shall, while afloat and ashore, satisfactorily answer questions on Section B. Candidates seeking assessment on coastal waters will demonstrate a proper knowledge of Section C.

*Not keelboats

†Not multihulls

Development Skills Seamanship Skills

On completion of this course, the successful cadet will be capable of manoeuvring a dinghy/keelboat in a seamanlike manner and making seamanship decisions in moderate conditions.

It will be assumed that every cadet starting this course has already mastered the practical skills and absorbed the background knowledge required for Basic Skills Level 2.

Trained instructors, using appropriate supervision ratios with regard to the location and competence of the cadets, will give tuition. Much of the work afloat will be done without an instructor aboard. The emphasis is on increasing the self-reliance and decision making of the sailor.

Students will be informed of their individual progress throughout the course.

SECTION A: PRACTICAL

- Ropework Can tie a fisherman's bend and sheet bend.
 Can do heat sealing and whipping.
- Launching and recovery
 Can leave and return to beach, jetty or mooring, including windward and leeward shore.
- Sailing techniques and manoeuvres
 Is able to:
 - Heave to.
 - Reef afloat.
 - Recover man overboard.
 - Be towed by a power vessel.
 - Anchor, including principles and techniques for different circumstances.
 - Sail backwards.
 - Sail in adverse circumstances (no rudder, no centreboard).*
 - Know how to prepare road trailer and secure trailer ashore.

SECTION B: SAILING BACKGROUND

- Sailing theory and background
 - Understands the following terminology:
 - Windward, leeward, abeam, forward, aft, ahead, astern, to weather, downwind, amidships, quarter, pinching, sailing by the lee, luff, bear away, planning, sternway, broaching.
 - Knows and can apply the following International Regulations for the Prevention of Collisions at Sea (IRPCS):
 - Meeting other sailing vessels, meeting power driven vessels, following or crossing narrow channels, action by stand-on vessel.
- Capsize recovery
 Knows how to recover from total inversion (practical session if possible).
- Meteorology Knows sources of information on weather patterns for the day.
 Can interpret forecasts and understands local effects.
 Aware of Beaufort Wind Scale and changing weather conditions, including fog.

SECTION C: COASTAL – optional

- Capable of practical application of Section A on coastal waters.
- Can use local tide tables.
- Understands rate of rise and fall – Twelfths Rule.
- Is aware of tidal streams.
- Has a basic understanding of charts and important symbols.

SECTION D: For keel boat sailors

Desirable but not essential items.

Understands the importance of:

Inspection of slipway and overhead clearance.

Use of rope between trailer and vehicle.

Recovery: use of guide poles.

Use of crane/derrick including slings and weight distribution.

Experienced sailors direct assessment.

The candidate must present logged evidence of at least two season's sailing experience. He will satisfactorily complete all of Section A and shall, afloat and ashore, satisfactorily answer questions on section B. Candidates seeking assessment on coastal waters will demonstrate knowledge of Section C.

*Not necessarily applicable to keelboats.

Development Skills Day Sailing

On completion of this course, the successful sailor will have a confident, safe approach to planning and executing a short cruise in a dinghy/keelboat.

It is assumed that that every cadet starting this course has already mastered the practical skills and absorbed the background knowledge required for Basic Skills Level 2. In addition, sailors wishing to cruise independently should ensure that they understand and can carry out the manoeuvres in the Seamanship Skills part of the syllabus.

The course will be supervised by a Coastal Senior Instructor and will normally be conducted on coastal waters.

Trained instructors, using appropriate supervision ratios with regard to the location and competence of the cadets, will give tuition. The course will include the planning and execution of a short cruise.

Cadets will be kept informed of their individual progress throughout the course.

Candidates who hold the RYA Day Skipper Shore Based Course Completion certificate or higher level cruising award may gain exemption from the chart work part of Section B.

SECTION A: PRACTICAL

- Rigging
 - Can prepare and equip a boat for cruising including safety and navigational equipment, clothing and food.
 - Can stow gear correctly
- Sailing techniques and manoeuvres
 - Can plan and undertake a day sail including a consideration of pilotage/navigation and collision avoidance.
 - Can use anchor to effect lee shore landing and departure.*
- Adverse conditions
 - Is able to self rescue following total inversion.*
 - Understands how to improvise in the event of gear failure.

SECTION B: SAILING BACKGROUND

Sailing theory and background

- Has knowledge of boat handling in strong winds and difficult conditions (practical where possible).
- Navigation
 - Can plan a day's cruise in coastal waters, including knowledge of: publications available particularly charts, tide tables, tidal stream atlases.
 - Navigational instruments and their limitations afloat.
 - Use of GPS including waypoint navigation.
 - Confirming position by another source.
 - Tidal heights and tidal streams (rule of twelfths), probable changes in the weather and the interaction of weather and tidal streams.
 - Decision making in adverse circumstances including passage alternatives and refuges.
 - Magnetic compass: variation and deviation.
 - Interpretation of charts.
 - Use of transits and bearings to steer course and fix position.
 - Recording position and principles of dead reckoning.
- First aid
 - Working knowledge including resuscitation and hypothermia – those holding a valid first aid certificate are exempt from this item.

Meteorology Knows sources of information on weather patterns for the day. Understands main characteristics of high and low pressure systems and simple interpretation of synoptic charts. Has awareness of changing weather conditions.

Experienced sailors direct assessment.

The candidate must present logged evidence of at least two season's sailing experience. The candidate will complete all of Section A, demonstrating a competent, purposeful and safe approach. He will answer questions on Section B and wherever possible demonstrate skills satisfactorily afloat and ashore.

*Not necessarily applicable to keelboats.

Development Skills Sailing with Spinnakers

On completion of this course the successful sailor will understand how to sail a dinghy/keelboat rigged with an asymmetric or symmetric spinnaker. It is assumed that every cadet starting this course has already mastered the practical skills and absorbed the background knowledge required for Basic Skills Level 2.

Tuition will be given by an Advanced Instructor, or by an Instructor with appropriate experience approved by the National Boating Manager, using appropriate supervision ratios with regard to the location and competence of the cadets.

SECTION A: PRACTICAL

Rigging Can rig boats including spinnaker, and trapeze where fitted.

Launching and recovery

Understands how to launch boats with open transoms and/or racks.

Sailing techniques and manoeuvres

Can sail using crew and equipment to good advantage.

Can perform spinnaker hoist, gybe and drop.

Understands and can sail best course downwind.

Capsize recovery

Can perform capsize recovery including spinnaker.

Knows how to recover from total inversion.*

SECTION B: SAILING BACKGROUND

Racing Has knowledge of courses for types of boats.

Sailing theory and background

Understands the concept of apparent wind sailing.

Understands the effect of hull shape on performance.

Can access sources of information and apply rig set-up for different conditions.

Experienced sailors direct assessment.

The candidate will complete all of Section A, demonstrating a competent, purposeful and confident approach to an Advanced Instructor. He will satisfactorily answer questions on Section B afloat and ashore.

**Not necessarily applicable to keelboats.*

Development Skills Start Racing

This course is designed to give the confidence, skills and knowledge to take part in club racing in good conditions.

Confidence is essential if the sailor is to enjoy racing. The course involves the sailor in a range of enjoyable exercises designed to build confidence and to improve skills through practice.

It is assumed that every cadet starting this course has already mastered the practical skills and absorbed the background knowledge required for *Basic Skills Level 2*.

Tuition will be given by a Racing Instructor or a Club Racing Coach in dinghies or keelboats.

Much of the work will be done without an instructor on board, so the cadet to instructor ratio may be increased according to the conditions.

Cadets will be kept informed of their individual progress throughout the course.

Theory and background

General background

- Insurance and measurement certificates

- Choosing the right boat for you.

Race organisation

- Handicap and One Design racing, Portsmouth Yardsticks.

The course and starting sequence

- Simple sailing instructions for racing and typical courses

- Starting systems 5-4-1-go, 10-5-go, 6-3-go.

- Flags, individual recall, general recall, shortened course.

Boat preparation

- How to rig a racing dinghy.

- The importance of hull/foils finish.

Boat tuning

- The availability of class tuning guides

- Practical demonstration of boat tuning controls – exact content will depend on the class.

Boat handling

- How to make the best use of the Five Essentials when racing, including the crew.

- How to round marks.

- Pre-start boat handling at slow speed including starting and stopping.

- How to right after a capsize.*

Starting

- Multihulls only – how to apply the principles of crew weight, airflow, technique (C.A.T.).

- Use of transits – where am I?

- Choosing the right end of the line – reaching along the line or head to wind.

- Clear wind at the line with gap to leeward.

- Involving the crew to best effect.

Race strategy

- Sailing upwind.

 - Clear air, gusts and lulls.

 - Headers and lifts, use of telltales.

 - The effect of geography around the course.

 - The effect of tidal flow.

- Sailing downwind.

 - Reaching and running, choosing the fastest course.

- Finishing.

 - How to pick the right end of the line.

Tactics

- When boats meet – boat on boat tactics.

Racing rules

- Introduction to the *Racing Rules of Sailing*, including the Fundamental Rules (Part 1).

- When boats meet:

 - Port and starboard.

Windward boat.
Two boat lengths at marks, including gybe.
Overlaps.
Penalties.

Practical exercises

Training exercises should form a large part of the course. These should include:

Starting practice.
Windward leeward courses.
Triangle courses.
Mark rounding.
Boat on boat tactics.

**Not necessarily applicable to keelboats.*

Development Skills Performance Sailing

On completion of the course, the successful sailor will understand how to sail performance dinghies/keelboats in all wind conditions that they can expect to encounter, sailing the boat to best advantage at all times.

The emphasis is on coaching to improve the candidates sailing performance. This will involve coaching from powerboats.

This course is intended primarily for two-person spinnaker boats. However, it may be delivered in performance singlehanders and the certificate endorsed accordingly.

Tuition will be given by an Advanced Instructor for the type of boat, using appropriate supervision ratios with regard to the location and competence of the cadets and the need to provide continuous feedback on the water.

It is assumed that every cadet starting this course has already mastered the practical skills and absorbed the background knowledge required for *Basic Skills Level 2*. In practical terms, at least a full season's sailing experience since learning to sail is advisable.

Cadets will be kept informed of their individual progress throughout the course.

SECTION A PRACTICAL

Rigging Can rig any type of boat, including spinnaker and trapeze (if fitted).

Sailing techniques and manoeuvres

Can make best possible use of crew and equipment to sail efficiently on all points of sailing in a variety of conditions, including symmetric or asymmetric spinnaker.

Can spot and use windshifts and gusts to effect best course up and down wind.

Can perform capsize recovery including spinnaker.

Knows how to recover from total inversion.*

SECTION B SAILING BACKGROUND

Sailing theory and background

Understands how to make use of wind variation and tidal eddies which occur due to geographical features and tidal conditions.

Has an understanding of hull shapes and rig types, including their effect on performance.

Meteorology Knows sources of information on weather patterns for the day. Understands main characteristics of high and low pressure systems and simple interpretation of synoptic charts. Has awareness of changing weather conditions.

**Not applicable to keelboats*

PADDLEPOWER COACHES MANUAL

INTRODUCTION

2007 saw the BCU introduce the new and updated Paddlepower scheme. The original Paddlepower Awards have now been replaced with this improved version.

The Paddlepower Coaches Manual is designed for any coach wishing to run the BCU Paddlepower scheme and is essential to help get the most out of the scheme. This version of the manual will focus on the first three awards, Paddlepower Start, Passport and Discover. A second manual will be available for Explore and Excel when published by the BCU

The first part of the manual contains information about the whole scheme whilst the second part provides guidance on each separate award and how you could include the Paddlepower scheme within your regular coaching sessions.

The manual is designed as a practical tool for you to refer to before and after sessions.

The Paddlepower Scheme

Paddlepower's colourful and youth centred approach aims to encourage more young people to come into and stay in the sport by providing a range of opportunities from across paddlesport. Its flexible structure means it can be delivered in any venue or situation. The scheme provides logical progressions through safety awareness, skills, varied experiences and developing supporting knowledge. The scheme consists of five awards:

- Paddlepower Start
- Paddlepower Passport
- Paddlepower Discover
- Paddlepower Explore
- Paddlepower Excel

LINK TO BCU STAR AWARDS

The paddlepower scheme has been designed for young paddlers with progressions and developments mapped against the needs of young people. The BCU Star Awards, on the other hand, are better suited to adults. The contents of the two schemes have been compared and the BCU recognises the following equivalents:

Paddlepower Start	is equivalent to	BCU Discovery Award
Paddlepower Passport		BCU One Star
Paddlepower Discover		BCU Two Star

AGE LIMITS

Whilst there are no minimum or maximum age limits on either Paddlepower or the Star Awards, Paddlepower has been designed to be child friendly and it would normally be best practise to use these awards with the young paddlers.

Paddlepower best suits most paddlers aged 14 or under, BCU Star Awards best suit most paddlers aged 16 or over.

Summary of the Five Paddlepower Awards

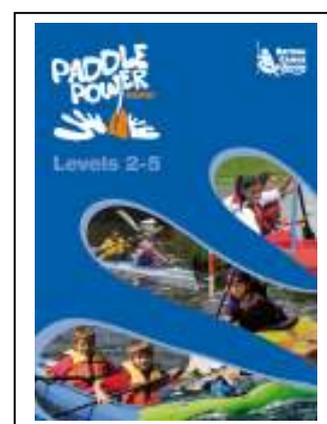
PADDLEPOWER START

This award is designed to provide a framework for a paddler's first session and provide encouragement and signposting to future sessions. It is intended that coaches will award the "Start" certificate at the end of the first session. This might be a "taster" or the first of a series of sessions.



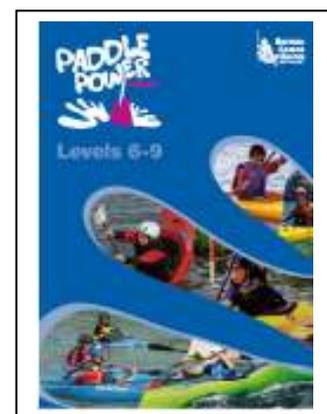
PADDLEPOWER PASSPORT

Paddlepower Passport comprises four progressive levels that guide the new paddler from initial "Start" session through twenty four competencies, skills and knowledge. These encourage each paddler to achieve a recognizable standard. Adults would achieve a similar standard via the "One Star" criteria. A coaching programme of approximately eight hours would be appropriate for most paddlers.



PADDLEPOWER DISCOVER

Paddlepower Discover comprises four more progressive levels that encourage the young paddler to focus their attention on particular techniques, skills and areas of knowledge. These will significantly develop competences and raise their standard of achievement. Adults would achieve a similar standard via the Two Star criteria. A coaching programme of approximately 15 – 20 hours would be appropriate for most participants.



PADDLEPOWER EXPLORE

Paddlepower Explore takes paddlers on an extensive journey across three levels, accessing the variety and breadth of paddlesport by participation in competitive and non-competitive events. This is very much a participation award base around the huge variety of opportunities to be found in paddlesport across the regions. An excellent opportunity for coaches and providers to network to benefit the paddlers.

PADDLEPOWER EXCEL

Paddlepower Excel is the award that recognises and celebrates the competent, experienced and committed paddler. There are three levels each level includes aspects such as:

- Responsibility for self and others
- Participation in journeys, coaching sessions, training, events and competitions in a variety of disciplines
- Background knowledge of the sport; access, rules, environment, nutrition and goal setting

Progression Beyond Paddlepower

What next? If a paddler has completed the five Paddlepower awards they will be well on their way to knowing where they want to progress in the sport. It is important at this stage to help them make informed choices about what to do next. For some this will happen naturally, for others they may need some support. Some young people may have shown an interest in one of the competitive disciplines and wish to compete, whilst others may be motivated by the non-competitive disciplines. Some may want to push themselves, whilst others may enjoy the participative element. The bottom line is that it should be the young paddler that makes the choice, as a coach we can help them make an informed decision based on their talents, availability / accessibility and their personal motivation / preferences.

LONG TERM PADDLER DEVELOPMENT LINK

The Paddlepower structure is based upon the principles of Long Term Paddler Development, with a focus on high quality development whilst accessing a variety of experiences and challenges. The structure is designed with the needs of the young person to the fore.

Paddlepower Start supports paddlers in either the FUNdamental or Paddlesport Start stages. Paddlepower Passport, Discover and Explore all support paddlers through the Paddlesport Start stage. Paddlepower Excel supports paddlers through the Paddlesport Development stage

More information regarding Long Term Paddle Development can be found on the BCU website www.bcu.org.uk

Understanding Paddlepower Levels

There are twelve levels in the awards. Each level provides progressive steps through a range of topics. (A topic is a skill or theme: for example 'forward paddling' or 'responsibility for self'). This enables a young person to work through each level with small achievable steps and allows the coach to reward performance at each level.

Paddlepower Start	Level 1
Paddlepower Passport	Levels 2 – 5
Paddlepower Discover	Levels 6 – 9
Paddlepower Explore	Levels 6 – 9 (plus additional topics)
Paddlepower Excel	Levels 10 – 12 (Bronze, Silver, Gold)

In Start, Passport and Discover there are 24 topics to cover:

- Safety Awareness e.g. dealing with a capsize, use of buoyancy aids, warm-ups and warm downs, looking after yourself and others, and hygiene.
- Paddling Skills e.g. getting in and out, balance, forwards / backwards paddling, stopping, edging, manoeuvring, leaning, and recovery.
- Varied Experiences e.g. completing a journey, attending sessions, and making links with clubs.
- Supporting Knowledge e.g. environmental awareness, hydration and nutrition, training and practise.

The fourth award in the series, Paddlepower Explore, focuses on a new range of topics and skills that focus around participation in events and journeys in the competitive and non-competitive disciplines. The fifth award, Paddlepower Excel, focuses on a combination of skills and topics introduced in all the prior awards.

WORKING THROUGH THE TOPICS

Although each level has a wide range of skills in the topics, the paddler does not need to tick off each one on their progress cards. Key topics are highlighted in colours, at each level in four areas – Do, Develop, Challenge and Know.

DO	Highlighted in blue
DEVELOP	Highlighted in green
CHALLENGE	Highlighted in orange
KNOW	Highlighted in red

The topics not highlighted will help the paddler get towards the next level. When you look at the extract from the Paddlepower Progression Table below, you can see that at levels 3 and 5 the paddler has to achieve the tasks highlighted in green. The progressions not highlighted will help the paddler achieve this!

The comprehensive table in Appendix One provides progressive steps to help you plan coaching sessions and to structure progressions. They can also be used to motivate and reward participants by identifying exactly where they are at.

Remember, it is up to you how you choose to progress through these levels. You may decide in one session to tackle a complete level, alternatively you may pick a couple of topics and take the paddlers through several levels.

UNDERSTANDING PADDLEPOWER TABLES

EXTRACT FROM PADDLEPOWER PROGRESSION TABLE (SEE APPENDIX ONE)

Level	Progression					Name of Award
Topics	Paddlepower Start	Paddlepower Passport				
	Level One	Level Two	Level Three	Level Four	Level Five	
Backwards	Experiment with moving a boat backwards	Show how to paddle a boat backwards	Demonstrate paddling a boat backwards on a reasonably straight course	Perform backwards paddling whilst rotating your upper body to look where you are going. Move to within about 1 metre of a named point, e.g. landing stage, buoy.	Paddle a boat backwards along a 15m course maintaining directional control with paddle or rudder.	
			Paddle backwards on a straight course for about 5metre		Paddle backwards along a 15m straight course	

Topic

Topic descriptor

Modified Topic descriptor on Progress Card

PADDLEPOWER PASSPORT
LEVEL 3

Do These:

- Warm Up thoroughly, and gently warm down.
- Get into a boat without any help.
- Show good balance in a boat whilst doing a simple task.
- Paddle properly and close to a named point without hitting it.
- Stop your boat from moving backwards.
- Use your paddle to turn a boat.
- Slowly 'wobble' a moving boat (Single hull).
- Get out of a boat without any help.
- Paddle the boat a total distance of 500 metres.
- Complete at least 8 paddling sessions.

Develop These:

- Paddle backwards on a straight course for about 5 metres.
- Paddle in time with the crew (Multi-hull).

These are Your Challenges:

- Fit your own buoyancy aid.
- Explain the advantage of warm up.

Know This:

- Know and explain the Safety DNF.

EXTRACT FROM A PROGRESS CARD – LEVEL 3

UNDERSTANDING PADDLEPOWER PROGRESS CARDS

Each card has a progress card for the paddler to record successful completion of each required topic. Remember, you don't have to complete a level, before you start marking progress on other levels. However, you must complete all levels in an Award to achieve the certificate.

For each level key progressions have been selected for the paddler to achieve. These can be ticked off on the card. As a coach your role is to help them make progress in all the topics, have an overview of the progressions and how they build at each level.

Coaches are required to sign off each level and if appropriate you can add a Paddlepower sticker on the card. When the Award has been completed then the coach must sign off the back page for the young person or coach to send to the BCU. Make sure the details are legible to ensure they receive their certificate! The progress card is returned with the certificate.

ADMINISTRATION

Who Can Deliver Paddlepower?

- Paddlepower Start – BCU and BCU UKCC Level 1 Coaches and above
- Paddlepower Passport & Discover – BCU and BCU UKCC Level 2 Coaches and above
- Paddlepower Explore & Excel – BCU and BCU UKCC Level 2 Coaches and above with support from discipline specific coaches.

RRSOURCES

There is no requirement to register to deliver the award, but all coaches should obtain a copy of the Coaches Manual to assist with delivery. The Manual can be downloaded from the website or, a Paddlepower basic pack consisting of the Coaches Manual and a complete set of Paddlepower Progress Cards and Certificates is available from the BCU – contact youth@bcu.org.uk. Coaches can order resources by phone, email, fax or online.

PADDLEPOWER STICKERS



When paddlers complete a level, they can have a sticker. The coach can use their discretion as to how these are used to best effect. For example, you may choose to stick it on their jumper, on their progress card or you could put it on a chart at the Ship or Unit.

PADDLEPOWER CERTIFICATES

Certificates are available for each of the five Awards. At Paddlepower Start the coach can issue the certificate. For the other four awards the Progress Cards needs to be sent to BCU HQ for a certificate to be sent out.



Good Practice

ROLE OF THE PADDLEPOWER COACH

Children need help, guidance, good opportunities and time commitment from well-motivated quality coaches. Without them the young paddler will not be able to progress or develop within the sport. You are the key to the success of this scheme and to the successful development of young paddlers; be mindful of the impact you have on the young people you are fortunate enough to be able to coach.

COACHES RESPONSIBILITIES

It is quite a responsibility working with young people; you will be expected to fulfil a variety of roles; acting as a teacher, planner, motivator, entertainer, disciplinarian, manager, friend, scientist and student to varying degrees. As a coach you must always keep your focus on the needs of the participant. Match your coaching activities to their personal needs; i.e. their aspirations, motivations and capabilities. Your participants' enjoyment and well-being should always be your prime concern. The BCU Coaches Code provides more detail about your specific responsibilities; this is available from the website www.bcu.org.uk. Remember your

responsibility to ensure the appropriate consent forms have been completed and you have completed a risk assessment of any paddlesport activities.

EQUIPMENT REQUIRED

It is really important that children have appropriately sized and fitting equipment. This applies to the boat, paddles, buoyancy aid and personal clothing.

- Boat: if the boat is too big and not adjusted correctly it will not respond to the paddlers actions. You might think that this won't affect the beginner – but it does. A boat that is too big (or small) WILL affect the young person's enjoyment, and in turn, whether they choose to come back for another go. It could make the difference between them becoming a paddler or choosing something else. Selecting a more straight running boat, or adapting a boat to assist this, will help them to learn good forward paddling techniques early on in their skill development.
- Paddles: if the shaft is too fat for small hands they have to work harder just to hold on. If the blade size is too big it will require more strength to pull the boat through the water; too long becomes unmanageable and too heavy will cause fatigue. We don't want our beginners to be instantly put off; it is challenging enough for them to learn basic boat control without adding any extra hindrances.
- Buoyancy Aid: it is vital from a safety perspective to make sure the buoyancy aid fits properly. If it is too bulky it will become a hindrance restricting the paddler's movement. Not only is this a hazard, but also another obstacle to success and fun.
- Clothing: functional and appropriate clothing will help ensure paddlers get maximum enjoyment from sessions. The balance between maintaining an appropriate body temperature and having enough freedom of movement needs to be achieved.

APPROPRIATE VENUES / CONDITIONS

Any venue that is suitable for introducing beginners and appropriate to your coaching remit can be used. Some features will make certain sites preferable, but wherever you are based do use your imagination to get the most out of your venue.

Commonsense and good practice should prevail to determine when and where wet skills are introduced. Sometimes you may want to arrange access to more suitable water, such as a pool or wait for better conditions at your usual venue.

HAVING FUN WHILST LEARNING

We all learn better if we are enjoying ourselves, so using games to develop learning is a great way to improve skills. A couple of resources that can help with this are Canoe and Kayak Games by Dave Ruse and Loel Collins or the BCU Paddlesport Activity Cards. We have listed some suitable games in the sample session from the book – below are some ideas of how the Paddlesport Cards can support some of the topics.

- Embarking – Card No 5 – portage relay
- Balancing – Card No 2 – tag
- Forwards – Card No 3 – crocodiles
- Backwards – Card No 9 – tunnel trouble
- Stopping – Card No 2 – tag, Card No 7 – paddling by numbers, Card No 8 – imitation
- Turning – Card No 11 – clock face, Card No 13 – steers
- Moving and Turning – Card No 2 – tag, Card No 7 – paddling by numbers, Card No 8 – imitation, Card No 12 – pals, Card No 14 – follow my leader

- Sideways – Card No 12 – pals
- Edging – Card No 1 – tipsy
- Journeying – Card No 6 – going places
- Exercise, Fitness and Practice – Card No 4 – the chase

GENERAL NOTES

A ‘single-hull’ refers to any canoe or kayak with just one hull and paddled solo or by a crew. ‘Multi-hull’ refers to any canoe with two hulls paddled by a crew.

Topics include all types of canoe and kayak, single-hull and multi-hull. There are some instances where a variation, according to boat or paddle type, is sensible. This will not always be obvious on the Progress Card e.g. a spray cover is not applicable to all boats.

All sports have their own vocabulary. Some of this is shared with other sports and Paddlepower uses generic and sport specific vocabulary as part of the learning and developmental process. Coaches are encouraged to use this vocabulary and explain its meaning to paddlers, as necessary, so that it becomes normal to them.

Paddlepower Start

AIM

Paddlepower Start is aimed at providing a framework for a young person's first session.

VENUE AND EQUIPMENT

A suitably sheltered water venue, swimming pool, is appropriate. Paddlers can use any type of paddlesport craft; single / double / crew; kayak or canoe; anything from a Bell Boat or Sea Kayak to a Racing or Playboat Boat. The important thing is that participants use boats, paddles, and buoyancy aids of an appropriate size, with personal clothing suitable for the session and weather conditions. First impressions are so important; they form the initial perceptions of our sport and can make the difference between a paddler choosing to continue or not.

Remember that young people are more sensitive to the cold...plan first experiences in appropriate weather conditions!

TIME TO COMPLETE

Most paddlers would be able to complete Paddlepower Start within an introductory session.

COACH

A BCU and BCU UKCC Level 1 Coach can run Paddlepower Start and sign the Paddlepower Start certificates on completion.

NOTES FOR COACHES:

The Paddlepower Start Award is designed to guide young people starting in paddlesport along the right tracks. Topics that promote safety awareness, paddling skills, a variety of experiences and paddlesport knowledge, are introduced. Participants should be encouraged to have a go rewarded for positive behaviour. Remember this is an encouragement level, the focus being on fun activities, not about assessment.

The detail of each topic should be introduced as appropriate to the session you are running. For example, the capsizes brief (know what to do if you or another capsizes) will be different for sessions run on a canal, to in a lake, different for canoes and kayaks, different for open cockpit kayaks to slalom boats. Just include within the session that is appropriate on the day; please don't add inappropriate detail just because it's in the syllabus.

- Choice of Boat – the scheme is designed so that any paddlesport boat can be used to complete Paddlepower Start (and Paddlepower Passport). This can be solo or crew, kayak or canoe, short or long boat, single or multi-hull, single or double blade. Equally, any type of paddlesport environment can be used: canal, river, lake, estuary, sea, pool etc, subject to the usual risk assessment by a suitably qualified coach. With just a little imagination just about every paddlesport environment should be useable as a Paddlepower venue.

The following gives a bit more background to some of the topics in Paddlepower Start. Appendix One gives the full detail:

- Safety awareness topics
 - Boat Safety – this can be achieved through a simple group 'water briefing'. Try to present in a positive way e.g. 'what to do' in preference to 'what not to-do'.
 - Water Confidence – this information can be gathered as a part of the pre-session / course administrative process.
 - Personal Safety – complete your normal buoyancy aid checks and whilst doing this you can explain why and how a buoyancy aid is worn.

- Warm Up / Down – every session should have a warm up of some kind. For a first session this might be an icebreaker activity or a simple game such as a variation on ‘tag’, or a more paddlesport focussed game. (See Canoe and Kayak Games)
 - Responsibility to Self / Others – here you could give a simple outline of what is appropriate paddlesport kit and what they should bring along e.g. change of clothes and footwear, towel. All participants should be encouraged to look after kit and equipment.
- Paddling Skills
 - Balancing – every paddler should be shown and encouraged to adopt an effective position with good posture in the boat. From this position sound techniques and skills will develop. The quality of the contact with the boat, according to type, should be checked. Practice can take place without and with the use of a paddle. After ensuring good fit and posture the emphasis is on movements of the lower body e.g. raising one leg, either to relax it or physically lift one side of the boat, or lowering the other leg, most likely as a result of pushing firmly on the footrest.
 - Edging – is about the boat; the body remains centrally placed over the boat. Body composition and suppleness affect the ability to tilt the hips and maintain an upright body.
 - Leaning – a little lean, a gentle roll, and keeping in balance. This can be used as a positive tool to show how far the boat / body unit can roll before the point of imbalance is reached. Good position, fit and posture (balancing) should be established. The paddler should be encouraged to be active in the boat (active posture) and to keep balance (important at this stage). Leaning is about the body; the boat may or may not roll onto an edge whereas the body does move away from the centre line of the boat.
 - Varied Experience Topics
 - Journeying – paddle the boat 50 metres – if this is in a swimming pool then laps of the pool are fine.
 - Supporting Knowledge

Encourage good practice e.g. disposal of litter – on and off the water (Paddlesport Environment) and encourage good eating and drinking habits. Ideally have suitable food and drink available. (Food and Drink)

- Training and Practice – this section can help to make the link between Paddlesport and healthy lifestyle. The paddler’s attention could be drawn to an increase in breathing rate, heart rate, body temperature, perspiration levels or muscle tone / fatigue.
 - Know Canoeing – encourage further participation and make sure they know where they do this. Providing signposts to local clubs or the BCU websites are very important.
- References:

BCU Coaching Handbook – section 7 Coaching Novices
 Canoe and Kayak Games – Dave Ruse and Loel Collins
 BCU Laminated Paddlesport Activity Cards
 BCU Coaching Young Paddler Workshop and resource

Paddlepower Passport

AIM

Paddlepower Passport aims to provide a sound foundation in paddlesport skills based on a flexible approach to suit the coach / venue and paddlers.

VENUE AND EQUIPMENT

A suitably sheltered water venue, or swimming pool, is appropriate. Paddlers can use any type of paddlesport craft; single / double / crew; kayak or canoe; anything from a Bell Boat or Sea Kayak to a Racing or Playboat Boat. The important thing is that participants use boats, paddles, and buoyancy aids of an appropriate size, with personal clothing suitable for the session and weather conditions. First impressions are so important; they form the initial perceptions of our sport and can make the difference between a paddle choosing to continue or not.

TIME TO COMPLETE

Most paddlers would be able to complete Paddlepower Passport over 6 – 8 hour coaching programme. This may be an intensive weekend course, or several evening sessions. If you are working with schools it will fit into a typical half-term timescale. The best learning takes place with time to consolidate and practice, don't rush through it.

COACH

A BCU and BCU UKCC Level 2 Coach can deliver Paddlepower Passport and sign the progress card.

NOTES FOR COACHES:

The Paddlepower Passport Award is designed to give young people a high-quality start in paddlesport; developing skills and knowledge that will lay the foundation for a future in paddlesport. Topics that promote safety awareness, paddling skills, a variety of experiences and paddlesport knowledge, are introduced. Participants should be encouraged to have a go and rewarded for positive behaviour; remember this is still an encouragement level, the focus being on fun activities, not about assessment.

The progress card details the things that need completing for the award, whilst Appendix One provides more detail to the progressions you might go through. Here are some specific points regarding the content and delivery of the award:

- SAFETY AWARENESS TOPICS
 - Boat & Personal Safety – select a suitable capsize environment – a spray cover is only necessary if part of normal kit. Encourage paddlers to fit and check their own and others buoyancy aids. Other items might include throw lines, helmets – whatever is normally used / available.
 - Water Confidence – if possible get the paddlers to try different strokes whilst swimming and wearing a buoyancy aid.
 - Warm Up and Warm Down – this will usually be coach led until paddlers appreciate its value and get into the habit.
 - Responsibility to Self / Others – try and encourage the idea of teamwork e.g. paddlers asking how they can help another paddler indirectly (equipment put away properly) and directly (paddle reach to assist to bank). Also encourage good personal preparation, off and on the water.

- PADDLING SKILLS
 - Embarking and Disembarking – ensure good practice in manual handling including alternative methods of carrying boats. Checks might include buoyancy, security of fittings and personal fit

- of the boat. Encourage a range of techniques and using different places, surfaces and heights from which to embark and disembark.
 - Balancing – establishing good posture in the boat. Being able to show simple movements and retaining balance, such as rotating and looking behind. Simple task might be touching deck markings with a paddle, or catching and throwing a ball.
 - Forwards – good fit and posture in the boat. Showing a cyclical, rhythmic paddling action.
 - Stopping – maintain balance and directional control.
 - Turning – select a range of simple and short “courses” using easy markers such as trees, posts, rocks, etc. sweep strokes broken down into bow and stern sweeps with use of rudder as appropriate.
 - Moving and Turning – as for turning but increase the distance so that steering is an element.
 - Sideways – encourage a range of techniques – ask paddlers to see how many different ways they can use their paddle to move the boat sideways.
 - Edging – make a strong link here to balancing, leaning, forward paddling and moving and turning.
 - Lean, Roll, Recover link this with edging – the similarities and differences. Show how the paddle can be used to assist avoiding a capsized – low, high, sculling recoveries.
- VARIED EXPERIENCE TOPICS
 - Journeying – these do not have to be exact distances – you can use convenient markers such as a bridge or lock. Laps of a circuit are fine.
 - Sessions – this is to encourage regular participation.
- SUPPORTING KNOWLEDGE
 - Know Paddlesport – knowing how to get involved further in Paddlesport – being able to communicate appropriately to coaches e.g. let you know if they will miss a session.
 - Paddlesport and Environment – encouraging care for the environment on and off the water.
 - Care for Canoeists – encouraging paddlers to look after themselves in a range of situations including good practice in hygiene, warm ups, manual handling.
 - Food and Drink – encourage the use of appropriate foods and drinks including adequate re-hydration and good choices of food to bring for consumption after exercise.
 - Training and Practice – encourage an awareness of the physical changes that take place during exercise.

DESIGNING YOUR PROGRAMME:

Paddlepower Passport award takes the paddler through levels 2 – 5; it’s up to you how you choose to progress through these levels. You may decide in one session to tackle a complete level, alternatively you may pick a couple of topics and take the paddlers through several levels. Ideally, given the attention span of young people and a need for variety, it is good to include aspects from all the topics on land or water.

REFERENCES:

BCU Coaching Handbook – section 7 Coaching Novices
 Canoe and Kayak Games – Dave Ruse and Loel Collins
 BCU Coaching Young Paddler Workshop and resource

Paddlepower Discover

AIM

To provide a seam free and continued development of the paddler, with clear progressions, in all topics.

VENUE AND EQUIPMENT

By the end of this level the paddler will be equivalent to the Two Star standard. To provide variety and appropriate of challenges new venues may be sought and considered according to their availability and the paddler's age. Equipment should fit the child but reflect their progression.

TIME TO COMPLETE

This will vary with each paddler – it is anticipated that on average the time to complete will be about 15 to 20 hours.

COACH

A BCU and BCU UKCC Level 2 Coach can deliver and sign off the award.

NOTES FOR COACHES:

- SAFETY AWARENESS TOPICS
 - - Boat Safety – steady progress towards completing rescues on the water whilst encouraging team work. At these levels an outdoor environment would be more relevant to most paddlers.
 - Water Confidence – encouraging a change in mindset from capsize and swim towards self rescue. In open canoes, and some open cockpit kayaks (OCKs), rolls to the gunwale but up to 180 deg for some closed cockpit kayaks (CCKs). Decide on the degree of roll according to boat design and normal fit of a paddler.
 - Personal Safety – creating an awareness of personal safety and some of the issues that might impact on that safety. These are ideal topics, on or off the water, for comment and discussion as the situation arises.
 - Responsibility for Self – paddlers should be familiar with alternative means of securing boats either by straps or rope – knowledge of one or two suitable knots.
 - Warm Up and Warm Down – this will often remain coach led until paddles get into the “warm up” habit. Developing an understanding of the basic structure to a warm up. Appropriate warm down and stretching.
- PADDLING SKILLS
 - Embarking – try portage games for fun and to develop this skill.
 - Balancing – to help improve balance (and for variety and fun) include ergo and “fitball” activities if available and in poor weather conditions.
 - Forwards – forward paddling is a generic technique that will be modified according to the boat and conditions. All paddlers will benefit from developing good forward paddling and the use of ergo will help with this at appropriate times and if available. Alternatively other forms of dry land sessions can be effective and fun.
 - Backwards – encourage paddlers to be aware of trim when backward paddling and to maintain good posture in the boat. Beware of skegs and rudders.
 - Stopping – keeping control is key.
 - Moving and Turning – encourage the full range of turning strokes and strategies including edging and use of rudders
 - Sideways – encourage the full range of sideways strokes
 - Edging – include strong links with forward paddling and moving and turning.

- Lean, Roll, Recover – encourage a wide range of techniques, blending strokes together to make combinations best suited to the boat being paddled.
- VARIED EXPERIENCE TOPICS
 - Journeying – these do not have to be exact distances – use convenient recognisable points.
 - Sessions – evidence of commitment and consistency.
- SUPPORTING KNOWLEDGE
 - Know Paddlesport – develop knowledge at opportune moments or as situations arise. Discussions and Q&A sessions can help paddlers to become more aware of hazards and levels of risk.
 - Food and Drink – reinforce the need to eat well and re-hydrate at frequent intervals. Encourage a look at personal diet and adjusting it to suit activity levels.
 - Training and Practice – develop exercise vocabulary as applicable to paddlesport and the individual. These terms are used in education and not just for competition e.g. overload is a key principle in improving activity levels.

Paddlepower Explore and Excel

These two awards will introduce young paddlers to the great variety of opportunities within paddlesport. They can be introduced at any point in their skills development – ideally working alongside Discover or Passport. They are designed to be flexible to take account of the range of locations and equipment available.

It is not intended that providers have all the equipment. This can be accessed through clubs and events, as can support with coaching from specific disciplines. Contact your nearest BCU Development Officer for more details.

A separate set of notes for these Awards will be published when the BCU make them available. In the meantime here is a summary of each award.

PADDLEPOWER EXPLORE

Paddlepower Explore consists of three levels and includes three sessions for the young paddler to explore. These include Boat Tasks, Event Participation and Goal Setting.

PADDLEPOWER EXCEL

This is a progression from Explore, with three levels 10 – 12. An additional section is included to reflect their increased knowledge and area of interest within the sport – based on the Safety Awareness topics from Passport and Discover. To achieve level 12 they would be involved in events that attract paddlers from many regions or nationally.

APPENDIX ONE – PADDLEPOWER PROGRESSION TABLES

Paddlepower Start, Passport & Discover

	Paddlepower Start	Paddlepower Passport			
Topics	Level One	Level Two	Level Three	Level Four	Level Five
Boat Safety	Know what to do if you or another paddler capsizes.	Know the Safety drill and explain what to do if you or another paddler capsizes.	Know what to do, and explain why, if you or another paddler capsizes.	Explain the capsize procedure, including when a spray cover is in use.	In any suitable environment capsize without a spray cover.
			Know and explain the Safety drill		
Water Confidence	Know how far you can swim with or without an aid.	Explain your preferred stroke / method.	Demonstrate your preferred stroke / method.	Perform a 5 metre swim on your front, and on your back, whilst wearing a buoyancy aid, in any suitable environment.	Swim a minimum of 5 metres wearing your typical paddlesport clothes, and a buoyancy aid, in any suitable environment.
				Swim wearing a buoyancy aid.	
Personal Safety	Know what a buoyancy aid is for.	Put on and attach your own buoyancy aid.	Demonstrate checking and adjusting the fit of a buoyancy aid on yourself.	Demonstrate checking and adjusting the fit of a buoyancy aid on another paddler. Demonstrate, if appropriate, how to adjust a helmet.	Name at least two pieces of safety equipment.
			Fit your own buoyancy aid.		Identify two pieces of safety equipment.
Warm Up & Warm Down	Before paddling warm up with a physical activity for a few minutes.	Show a warm up for a few minutes and a simple warm down to finish.	Perform a warm up for a few minutes and demonstrate two parts to it. Warm down.	Demonstrate, off and on the water, a warm up lasting for a few minutes. Warm down.	Perform an appropriate warm up and warm down for the session.
		Take part in a whole body warm up.	Warm up thoroughly, and gently warm down.	Warm up, and include paddlestrokes. Warm down.	Warm up and warm down, including gentle paddling.
Embarking	With help get into a boat.	With help put a boat on the water and show how to get into without help.	Demonstrate launching a boat, with help if necessary, and embarking without help.	Perform your own checks on a boat. Launch it and embark without help if safe to do so.	Perform your own checks on a boat. Launch it and embark without help from different locations.
		Get into your boat as explained by	Get into a boat without any help.	Check your boat, launch it, and get	Check your boat, launch it, on a

		your coach.		into it.	different surface get into it.
Balancing	Balance in a stationary boat without a paddle. Show an active posture.	Sit in a boat and explore the space around the boat with your hands / arms showing an active posture to remain balanced.	In a stationary boat demonstrate remaining balanced whilst completing a simple task.	In a moving boat demonstrate remaining balanced and maintaining a dynamic posture whilst performing a simple task.	In a moving boat explore the space around the boat with a paddle; demonstrate remaining balanced and maintaining good posture.
		Show good posture, shape and balance in your boat.	Show good posture in a boat whilst doing a simple task.	Show good balance in a moving boat whilst performing a simple task.	Show good position, shape, and balance in moving boat whilst performing a simple task.
Forwards	Know how to hold a paddle correctly.	Show how to push your boat through the water with the aid of a paddle.	Demonstrate forward paddling with a dynamic posture. Move to within 1 metre of a fixed point e.g. landing stage, buoy.	Perform forward paddling at different speeds.	Demonstrate an understanding of changes in pace, including short sprints for approximately 5 secs. Demonstrate a quick start from left stroke first and right stroke first.
		Hold a paddle correctly and go forwards.	Paddle properly and close to a named point without hitting it.	Paddle properly at two different speeds.	Paddle effectively at different speeds including short sprints.
		Stand up in a stationary boat holding your paddle with both hands (multi-hull)	Paddle in time with the crew (multi-hull).	Paddle from a forward position and set the stroke rate (multi-hull).	Paddle left and right sides (multi-hull).
Backwards	Experiment with moving a boat backwards.	Show how to paddle a boat backwards.	Demonstrate paddling a boat backwards on a reasonably straight course.	Perform backwards paddling whilst rotating your upper body to look where you are going. Move to within about 1 metre of a named point e.g. landing stage, buoy.	Paddle a boat backwards along a 15 metre course maintaining directional control with paddle or rudder.
			Paddle backwards on a straight course for about 5 metres.		Paddle backwards along a 15 metre course.
Stopping	Experiment with stopping a boat whilst moving.	Show how to stop a boat when moving forwards.	Demonstrate stopping a boat when moving backwards and then paddling away.	Demonstrate stopping a boat quickly in either direction.	Paddling at speed demonstrate stopping a boat quickly checking with the bank, shore, edge that all progress has halted.

		Stop your boat from moving forwards.	Stop your boat from moving backwards.	Stop your boat quickly – forwards and backwards.	Stop your boat whilst moving at speed.
Turning	Experiment with turning a boat.	Show the basic way of turning a boat, to the left and to the right.	Perform a valid technique to turn a boat a full circle to the left and to the right.	Demonstrate turning a boat to show a simple shape such as a triangle. Demonstrate with turns to left and right.	Demonstrate turning a boat to show a variety of simple shapes such as a square, circle, a letter 'D'. Demonstrate with turns to left and right.
		Turn your boat left and right.		Turn your boat around a simple course.	
Moving & Turning	Turn a boat whilst it is moving.	Show how to use a rudder or how to use your paddle like a rudder.	Demonstrate turning a boat whilst on the move using mainly a paddle.	Paddle around a variety of courses, such as letters 'N' and 'S', showing directional control.	Complete a figure of 8 course using at least 2 different paddling techniques.
		Show how to steer a boat with a paddle or rudder.	Use your paddle to turn a boat.	Steer a boat along a simple course.	
Sideways	Experiment with moving sideways.	Show how to move a boat sideways.	Demonstrate moving a boat sideways with a controlled continuous paddle action.	Perform two different methods of moving a boat sideways. Show the effect of one method if used nearer the bow or stern.	Demonstrate two techniques for moving the boat sideways. Demonstrate one way with good directional control.
		Move a boat sideways.		Show two ways of moving a boat sideways	
Edging (single hull)	Experiment with wobbling a boat without losing balance.	Show how to edge a boat whilst stationary.	Demonstrate edging a boat whilst it is moving.	Edge a boat whilst moving and paddling a few strokes on the low side.	Edge a boat whilst moving and paddle a few strokes on the high side, where relevant to the boat paddled.
		Show a controlled 'wobble' in a stationary boat.		Slowly 'wobble' a moving boat.	
Lean, Roll, Recover	Experiment with just a little lean a very gentle rolling action of the boat.	Show how to gently roll a boat with a slight lean of the body.	Demonstrate recovering from a lean and rolling action by quickly leaning in the opposite direction to return to the start position.	Perform two techniques for recovering from a rolling action and a possible loss of balance. Show two ways of recovering from losing your balance.	Perform two techniques for recovering from a possible capsiz. One way shown with a slight loss of balance.
Disembark	With help get out at the side, bank, edge, or beach.	Show how to get out at the side, bank, edge, or	Demonstrate getting out of a boat without help	Disembark without help and, with help, remove it	Disembark without help at two different

		beach without help.	and, with help, remove it from the water to a safe place.	from the water to a safe place and empty it.	locations, and with help remove the boat from the water.
		Get out of your boat as explained by your coach.	Get out of a boat without any help.	Get out of a boat and help empty any water from it.	Get out of a boat onto a different surface; help empty any water from it.
Responsibility to Others	Know how to put away a boat and equipment, and help someone else.	Show how to help put away a boat and equipment, and help others.	Demonstrate responsibility for all equipment you have used. Help others with the boats and equipment.	Demonstrate responsibility for all equipment you have used. Check that it is clean and has been put away properly. Help others with the boats and equipment. Check and look after equipment. Help others.	Demonstrate assisting a capsized paddler from the bank.
Responsibility to Self	Know what appropriate personal paddlesport kit is.	Bring a complete change of clothes, including footwear and towel, to your sessions.	Demonstrate responsibility for your personal kit before and after each session.	Demonstrate good organisation of personal kit and personal time.	Demonstrate checking and / or adjusting any 2 parts of a boat. Demonstrate two checks or adjustments to a boat.
Journeying	Paddle the boat 50 metres.	Paddle the boat 200 metres without stopping.	Paddle the boat to a total distance of 500 metres.	Paddle the boat a total distance of 1000 metres.	Paddle the boat a total distance of 2 kilometres.
Sessions	Complete your first paddling session.	Complete at least 2 paddling sessions.	Complete at least 3 paddling sessions.	Complete at least 4 paddling sessions.	Complete at least 6 paddling sessions.
Know Paddlesport	Know the name of your nearest Canoe Club.	Know how to contact your nearest Canoe Club Know how to contact your nearest Canoe Club.	Where and when can you meet at the Canoe Club.	What is the name of one of the following (or similar): the Junior organiser, Team Leader, Junior Coach, Youth Committee, Chairperson?	What is the name and contact of your Coach? In the event of them not being available state the name and contact number of another appropriate Coach.
Paddlesport Environment	Leave a clean paddlesport environment.	If you have any litter whilst paddling what should you do with it?	What does the term paddlesport environment mean?	Identify two good points about your paddlesport environment.	Read a copy of the Canoeist Code. Look at the Canoeist Code.
Care for Paddlers	Know why it is important to wash your hands after paddlesport.	Explain why it is good practice to shower after paddlesport.	Explain why warm up is good practice	Explain why warm down is good practice.	Consistently perform good practice in the basics of

			Explain the advantage of warm up.		handling boat and equipment. Handle boats and equipment correctly.
Food and Drink	What have you had to drink today?	What have you had to eat today?	Suggest examples of suitable food to support exercise and fitness.	What could you bring with you for consumption after your paddling session? Bring food and drink for after your paddling.	Explain an easy method of checking your hydration levels.
Training and Practice	What changes have you noticed take place to your body during your first session?	What has happened to your heart and breathing rates during your first sessions?	How many times per minute does your heart beat when at rest?	What would you expect your heart rate to be after your warm up?	Why does heart rate increase during activity? How can you measure your heart rate (bpm) Measure your heart rate.

The highlighted boxes are what the paddler has to tick off on their progress card to achieve the award.

Key:



Do This



Your Challenge



Develop This



Know This

Paddlepower Discover

Paddlepower Discover				
Topics	Level Six	Level Seven	Level Eight	Level Nine
Boat Safety	In any suitable environment capsize whilst wearing a spray cover, if appropriate.	Capsize; swim to the nearest shore, bank, pool edge; empty, launch, embark. Capsize and swim 5 metres.	Capsize; with assistance empty the boat and climb back in or climb back then bail out.	Demonstrate a method of assisting a friend back into their boat after a capsize. Help a friend back into their boat after a capsize.
	Swim with a boat and paddle a minimum of 5 metres to the nearest shore, bank, pool edge. Swim with boat and paddle 5 metres.	Strategies for climbing back in with minimal help from others.	Show how to recover from a loss of balance when holding a fixed object e.g. landing stage, poolside rail, another boat. Maintain appropriate points of contact (feet and seat). When holding a fixed object show good boat and body action to recover from a loss of balance.	Show how to recover from a significant loss of balance (e.g. the boat rolls to gunwale or 90 and up to 180 deg). Maintain appropriate points of contact (feet and seat).
Personal Safety	Suggest two possible hazard on the water you are about to paddle. Name two hazards on the water.	State and explain a rule of navigation. State and explain a rule of navigation.	Explain the importance of boat buoyancy and how this can be provided. Explain boat buoyancy.	Explain the relevance of two of the following to local paddlesport: Weil's disease, river grading, weirs, time & tide, weather conditions. From a list explain two aspects of paddlesport.
	Perform an appropriate warm up, involving off the water and on the water activity. Finish with a warm down. Consistently perform appropriate warm up and warm down at each session.	Perform a warm up for a few minutes and demonstrate three different parts to it. Finish with a warm down. Consistently perform appropriate warm up and warm down at each of your sessions.	Perform an appropriate warm up including on the water activity relevant to the boat being paddled. Finish with an appropriate warm down. Consistently perform appropriate warm up and warm down at each of your sessions.	Perform an appropriate warm up for the session. Finish with an appropriate warm down. Consistently perform appropriate warm up and warm down at each of your sessions.
Embarking	Perform your own checks on a boat; show 2 different methods for launching and embarking. Check your boat. Show two different methods for	Embark without help and without aid from a paddle. Get in your boat without help.	With help from a partner show 2 different methods of lifting and carrying a boat to the water's edge over a distance of approximately 10 metres. With help show two methods for lifting and carrying a boat.	Without help show 2 different methods of embarking. The boat must be afloat for at least one of these methods. Get in your boat without help using two different methods, one

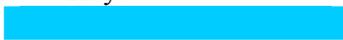
	launching.			with the boat afloat.
Balancing	From within a moving boat remain balanced, maintain a dynamic posture, and perform a range of tasks showing good control of the boat – body unit.	Perform all propulsive tasks whilst remaining balanced and maintaining dynamic posture.	Perform all paddling tasks whilst remaining balanced and maintaining dynamic posture.	Show consistently good balance and dynamic posture in all tasks and throughout regular paddling sessions.
	Show good boat and body control in a moving boat whilst performing different simple tasks.	Paddle your boat with good balance and posture.	Perform tasks with good balance and posture in a boat.	Show good balance and posture in all paddling sessions.
Forwards	Demonstrate a minimum of 5 good points of technique in your paddling. Demonstrate at least 3 of these at speed.	Show the ability to maintain a good speed over a distance of at least 200 metres using a cyclical and rhythmic paddle action	Show the ability to maintain good posture, use of footrest, upper body rotation etc. paddle within 15cms of a named point.	Show the ability to maintain the distinct elements of a good catch, a power phase and a recovery phase in each stroke.
	Show five good points of forward paddling at different speeds.	Maintain good technique for 200 metres.	With good posture and technique position your boat accurately.	Show good ‘catch’, ‘propulsion’ and ‘recovery’ with the blade.
Backwards	Paddle a boat backwards over a prescribed course maintaining directional control with paddle or rudder.	Show the ability to maintain an appropriate speed over a distance of approximately 15 metres using a cyclical and rhythmic paddle action.	Show the ability to maintain good posture, use of footrest, upper body rotation. ‘look where you want to go’ and demonstrate looking over one shoulder and / or alternate shoulders.	Show the ability to maintain good control over a 15 metre course and to direct the rear of the boat to within 300cm of a named point.
		Paddle backwards effectively and at appropriate speed.	Paddle backwards with good posture, direction and control.	Paddle backwards effectively and accurately.
Stopping	From a short sprint (e.g. 6 strokes) demonstrate stopping a boat quickly, retaining directional control.	Forwards: cruising at a good speed show an efficient stop. Retain posture, control, balance, steerage and appropriate trim.	Backwards: travelling a short distance (5m) at appropriate speed show an efficient stop. Retain posture, control, balance, steerage with appropriate trim.	In both directions show the ability to stop efficiently and effectively within four strokes. Show visual checks against the bank or shore or other relevant fixed point.
	Stop quickly and maintain directional control.	Stop efficiently with good posture, control, balance and steerage.	Travelling backwards stop efficiently with good posture, control, balance and steerage.	Stop effectively and efficiently forwards or backwards in no more than four strokes.
Moving and Turning	Paddle a figure of 8 course showing a range of techniques.	Paddle a prescribed course to show a variety of turning techniques and strategies. Typical course shapes BHKMR48	Show the ability to move and turn over a prescribed course indicated by markers (poles, buoys, boats) such as typically considered in ‘diamond a’, ‘xtreme s’ or the ‘wiggles’.	Demonstrate three clear techniques including propulsive strokes (sweeps, b & s draws), rudders (b & s), trim (edging & / or dipping).

	Using several techniques steer your boat around a figure of 8 course.	Using several techniques steer your boat around a course described to you.	Using several techniques steer your boat around a set course.	Show how to turn using three different techniques.
Sideways	Demonstrate two techniques for moving the boat sideways with good directional control.	Show the ability to maintain good posture, upper body rotation, paddle position / angle, blade position / angle, a constantly submerged blade, if appropriate, and directional control. Demonstrate one technique with the boat on the move.	Perform efficient and effective sideways strokes over a 5m and over a lesser distance whilst on the move. Show an understanding of the effect of bow and stern draws. Show a basic ability to displace the boat sideways after backwards paddling.	Show good use of sideways strokes by moving the boat to a variety of fixed and moving points (land stage, buoy, boat, ball). Show other options for moving sideways (draws, prys, pushes, crossdeck / offside).
	Move the boat sideways using two different methods.		Move the boat sideways over 5m. Demonstrate sculling.	
Edging (single-hull)	Whilst edging a moving boat continue to forward paddle with alternate strokes, where relevant to the boat paddled.	Using appropriate strokes demonstrate the ability to turn with low edge on the outside.	Using appropriate strokes demonstrate the ability turn with the low edge on the inside, where relevant to the boat paddled.	Show the use of edging as a positive and useful strategy during your normal paddling activities.
	Maintain forward paddling technique whilst edging.	Show how to paddle an outside low edge turn.	Show how to paddle low edge turns relevant to the boat type.	Show appropriate use of turning with edging.
Lean, Roll, Recover	Show how to recover from a near loss of balance by maintaining appropriate points of contact. Perform two techniques for recovering from a possible capsize and a significant loss of balance. (All relevant to boat type)	Show dynamic posture to show good control of the boat / body unit. Show the use of the non-drive face / blade to offer support to the boat / body unit. One technique to be shown with the boat on the move.	Low recovery to show use of blade in response to loss of balance of the boat / body unit.	Low recovery to forward paddle. Low recovery scull to high recovery scull. High recovery to high recovery to forward paddle. On the move. Appropriate to the boat being paddled.
	Show two paddle techniques to recover from a loss of balance.		Recover from a loss of balance by use of low recovery.	
Disembark	Perform 2 different methods of disembarking, and how to remove a boat without assistance.	Show consistently accurate approaches to land stage, grass bank, other boats, canal side, beach, stepping stones etc.	Show constant control and balance with the boat afloat. Show consideration to equipment and the environment by ensuring no damage to bank or beach, boat, body, blade etc.	Show the use of a variety of techniques and strategies in preparation to disembark, including stern and bow rudder, draws, edging, low brace turn, break out etc.
	Get out of a boat using two different methods.	Consistently make accurate approaches to land to get out of a boat.	When getting out show consideration for the landing area.	Show different techniques to approach land in order to get out.

Responsibility to Others	Demonstrate assisting a capsized paddler from a boat.	Show the willingness and ability to assist in a minor role, from a boat, with the boat to boat rescue of a capsized paddler	Show the willingness and ability to assist in a specific role, from a boat, with a recognised procedure for boat to boat rescue of a capsized paddler.	Show the ability to perform one procedure for boat to boat rescue and be able to take a lead role.
	From a boat help a capsized paddler.		From a boat use an agreed procedure to help rescue a capsized paddler.	From a boat use an agreed procedure to help rescue a capsized paddler.
Responsibility to Self	Demonstrate checking and / or adjusting any 3 parts of a boat.	Show consistently sound procedure in checking the safety and suitability of personal equipment used.	Demonstrate an understanding of, and the ability to use, straps and similar mechanical devices to properly secure boat and equipment to racking, trailers and roof racks.	Demonstrate the ability to tie the appropriate knot when using rope to secure boat or equipment to racking, trailers or roof racks.
		Make sound safety checks of personal equipment.		Show how to safely secure equipment to storage or roof racks.
Journeying	Paddle the boat a total distance of 3 kilometres.	4k. Preparations for 'out' and 'in' journeys.	5k. Preparations for 'in' journeys.	6k. Preparations for 'out' journeys.
	Have you paddled the distance? 3k	Have you paddled the distance? 4k	Have you paddled the distance? 5k	Have you paddled the distance? 6k
Sessions	Complete 10 hours of paddlesport activity.	Complete 15 hours of paddlesport activity.	Complete 20 hours of paddlesport activity.	Complete 25 hours of paddlesport activity.
Know Paddlesport	What is the name of the NGB for the UK? Give its website address.	Recognise three hazards in your normal paddlesport environment. Who is likely to be most at risk?	From three hazards you recognise in your normal paddlesport environment work out the ones you think create the greatest and least risk to paddlers.	What controls are in place to reduce risk? What else might you consider in order to further reduce the risk level?
	Know the website address of your National Governing Body of Paddlesport.	Recognise hazards and risks.	Recognise hazards and risks.	Recognise hazards and risks.
Paddlesport what Environment	What does the term pollution mean? (links with 'assumed risk' below)	On discovering pollution in a paddlesport environment what should you do?	Identify a range of users in the paddlesport environment. Do any present a risk to paddlers? If yes, what is the risk?	What measures are in place to improve your local paddlesport environment or to avoid damage to it by paddlers?
		To whom do you report pollution?		What is done to prevent damage to your paddlesport environment?
Care for Paddlers	Explain the meaning of "Paddlesport is and 'assumed risk' sport"	Give examples and explain the use of simple hand signals for paddlers.	Give a simple explanation of hypothermia and how to avoid it in oneself and others.	When paddling show an appropriate method to assist a swimmer or boat to the shore, bank pool edge.
	Recognise hazards and risks.	Give examples of simple hand signals used in paddlesport.		Help a swimmer or boat to land and get out.

Food and Drink	Show that you are organised to take suitable fluids and food after your paddlesport session	Explain what you understand by a balanced diet.	Suggest examples of carbohydrates.	Demonstrate the use of appropriate fluid and food intake types and levels before, during and after exercise.
	Bring suitable food and drink for having after your session			Have appropriate food and drink during your paddlesport session.
Training and Practice	Why does breathing rate increase during activity?	What do the words stamina and suppleness mean?	What do the words strength and speed mean?	Explain and demonstrate the principles of overload as related to the desire to improve performance.
	Know the 4 'S' of fitness the term overload - stamina	Know the 4 'S' of fitness the term overload - suppleness	Know the 4 'S' of fitness the term overload - strength	Know the 4 'S' of fitness the term overload - speed

Key:

	Do This		Your Challenge
	Develop This		Know This

BCU STAR AWARDS

BCU 1 Star (Generic) Syllabus

AIM

The 1 Star is a clear stepping stone to becoming a paddler. Designed as a basic award, the one star is the level people would typically reach after an introductory course of six hours quality water time.

CRAFT

The award is obtained by taking the assessment in any style of kayak or canoe (where the test is taken by a doubles crew, a variation of bow and stern positions must be demonstrated).

PRE-REQUISITES

Candidates must be water confident and ideally should be able to swim. This is desirable but not essential. If under 14 the learning programme of Paddlepower might be more appropriate.

VENUE

Sheltered water.

ASSESSOR

BCU Level 2 Coach and BCU UKCC Level 2 Coach

PART A – PERSONAL PADDLING SKILLS

- A.1 Lift, carry and launching.
- A.2 Forward paddling over a distance of 100 metres.
- A.3 Steering and controlling.
- A.4 Return to the bank and get out.

PART B – RESCUE SKILLS

- B.1 As appropriate (dependent on craft and conditions) capsize and be rescued or swim to the shore as appropriate.
- B.2 Emptying boats.

PART C – SAFETY, LEADERSHIP & GROUP SKILLS

- C.1 Personal risk management.
- C.2 Awareness of others.
- C.3 Provide evidence of one journey of about 1 hour (3 km) duration
(This could take place during the assessment)

PART D – THEORY

- | | | | |
|-----|-------------------------|-----|-------------|
| D.1 | Equipment | D.4 | Access |
| D.2 | Safety | D.5 | Environment |
| D.3 | Hypothermia / first aid | D.6 | General |

BCU 2 Star Syllabus Canoe and Kayak

AIM

This is an improvement award that helps paddlers develop fundamental paddlesport skills on flat water. The emphasis is on gaining a breadth of experience, creating the desired movement of the boat and developing an understanding into how the paddle, boat and water interact.

If under 14 you should consider the Paddlepower scheme.

CRAFT

The award is obtained by taking the assessment in both a kayak and a canoe (appropriate aspects will be assessed in either kayak / canoe, please refer to assessors notes). Any style of kayak or canoe is permissible e.g. open cockpit, sit on top, V shaped hull or flat bottomed etc. where a doubles crew takes the test, each person must perform each task from both the bow and stern.

PER-REQUISITES

Candidates must be able to swim 25 metres wearing a buoyancy aid.

Have experience of paddling two different craft:

e.g. surf kayak, closed cockpit kayak, open cockpit kayak, closed cockpit canoe, single open cockpit canoe, racing boat, tandem open cockpit canoe, wave ski, sit on top, flat hulled boat, V shaped hull, slalom boat, polo boat or sea kayak.

IN 2 different locations – e.g. canal, river, lake / loch, or sea (different parts of large bodies of water will count as 2 locations)

AND 2 local competitions – e.g. club events, slalom, polo, sprint, freestyle, Bell boats etc

OR 2 journeys – any journey of 2 hours plus duration

NB – where a paddler or assessment candidate does not hold the lower level award a cross section of the skills and knowledge required for the lower level award should be incorporated within the training and assessment process.

VENUE

Sheltered water.

ASSESSOR

BCU Level 2 Coach and BCU UKCC Level 2 Coach.

PART A – PERSONAL PADDLING SKILLS

- A.1 Lift, carry and launch the kayak or canoe.
- A.2 Efficient forward paddling.
- A.3 Steering the kayak or canoe.
- A.4 Manoeuvre in a confined space.
- A.5 Moving sideways.
- A.6 Preventing a capsize.
- A.7 Turning.
- A.8 Return to the bank and get out.
- A.9 Securing.

PART B – SAFETY & RESCUE

- B.1 Capsize, swim and self rescue.
- B.2 Peer rescue.

PART C – SAFETY, LEADERSHIP & GROUP SKILLS

- C.1 Personal risk management.
- C.2 Awareness of others.
- C.3 An assessed accompanied sheltered water journey.

PART D – THEORY

A number of questions will be asked to check paddlesport knowledge (see Assessors notes).

- | | | | |
|-----|-------------------------|-----|-------------|
| D.1 | Equipment | D.4 | Access |
| D.2 | Safety | D.5 | Environment |
| D.3 | Hypothermia / first aid | D.6 | Planning |

BCU 3 Star Touring Syllabus

AIM

Successful performance at this level indicates that a candidate can consider themselves as an intermediate paddler rather than a beginner, the candidate having demonstrated personal competence as a member of a group paddling in a variety of venues. These include open water in conditions of winds up to force 2-3, and ungraded rivers that have a discernible green flow.

Two Star standard is the appropriate level of performance for paddlers to begin working towards the 3 Star.

PREREQUISITES

- Provide evidence of at least 3 different flat water journeys of about 3 hours duration (10km) each with at least one of these in an open water environment.
- Provide evidence of at least one session of about 3 hours duration in an alternative discipline.

CRAFT

Any craft that is safe and 'fit for purpose' for the remit of the award and the assessment tasks.

EQUIPMENT

Personal equipment appropriate for the candidate as a competent member of the assessment group.

ASSESSMENT VENUE

There will be two different assessments; students can take either or both assessments.

1. The assessment will take place during a suitable journey on open water or estuary with winds up to and including force 2-3.

OR

2. The assessment will take on a section of river with a discernable green flow.

ASSESSOR

Registered 3 Star Touring Assessor.

The following Coaches are eligible to register as BCU 3 Star Assessors:

- BCU Level 3 Coaches (kayak or canoe) who are updated, and hold a minimum of 4 Star (4 Star Leader or 'old' 4 Star) in both kayak and canoe.

OR

- Updated BCU Placid Water Level 3 Coach

PART A – PERSONAL PADDLING SKILLS

- A.1 Lifting, carrying and launching / landing.
- A.2 Efficient forward paddling.
- A.3 Efficient reverse paddling / stopping and accelerating / control over a figure of 8 course.
- A.4 Turning whilst on the move.
- A.5 Moving sideways, both static and on the move.
- A.6 Supporting.
- A.7 The ability to deal with environmental concerns – wind / current / wash / hanging / trim / beyond the paddle.
- A.8 Securing.

PART B – RESCUE SKILLS

- B.1 Deep water rescue (rescue, and be rescued).
- B.2 Towing.
- B.3 Capsize, swim and self rescue.

PART C – SAFETY & GROUP SKILLS

- C.1 Personal risk management.
- C.2 Awareness of others.
- C.3 Paddling as part of a led group.

PART D – THEORY / KNOWLEDGE

- | | | | |
|-----|-------------------------|------|--------------------------|
| D.1 | Equipment | D.7 | Planning |
| D.2 | Safety | D.8 | Group awareness |
| D.3 | Weather | D.9 | General |
| D.4 | Hypothermia / first aid | D.10 | Navigation |
| D.5 | Access | D.11 | Etiquette |
| D.6 | Environment | D.12 | Personal paddling skills |

BCU 3 Star White Water Syllabus

AIM

Successful performance at this level indicates that the paddler can consider themselves as an intermediate kayaker, as they can now paddle on moving waters. They can do this in a competent manner as part of a led group and have the knowledge and ability to help the smooth running of a trip while being led down a section of a grade 2 river.

PRE-REQUISITES

- Able to swim
- Evidence of having paddled on grade 2 water

VENUE

- Open water (not a swimming pool)
- Will also need to show competence on a simple piece of moving water up to and including grade 2

ASSESSOR

BCU Level 3 Inland Kayak Coach or BCU UKCC Level 3 Coach

PART A – PERSONAL PADDLING SKILLS

- A.1 Lifting, carrying and launching / landing.
- A.2 Efficient forward paddling.
- A.3 Reverse over a figure of 8 course.
- A.4 Moving sideways, both static and on the move.
- A.5 Supporting, both static and on the move.
- A.6 Rolling.
- A.7 Breaking in and out.
- A.8 Ferry gliding.

PART B – RESCUE SKILLS

- B.1 Deep water rescue.
- B.2 Towing and use of towing aid.
- B.3 Eskimo rescue.
- B.4 Throw line.

PART C – SAFETY, LEADERSHIP & GROUP SKILLS

- C.1 Personal risk management.
- C.2 Awareness of others.
- C.3 Paddle a section of grade 2 water as part of a led group.

PART D – THEORY

- | | |
|-----------------------------|---------------------|
| D.1 Equipment | D.7 Planning |
| D.2 Safety | D.8 Group awareness |
| D.3 Weather | D.9 General |
| D.4 Hypothermia / first aid | D.10 Navigation |
| D.5 Access | D.11 Etiquette |
| D.6 Environment | |

BCU 3 Star Open Canoe Syllabus

AIM

Successful performance at this level indicates that a candidate can consider themselves as an intermediate canoe paddler rather than a beginner. The candidate having demonstrated personal competence in paddling open water in wind conditions of force 2-3 and on simple moving water as part of a led group.

Two Star standard is the appropriate level of performance for paddlers to begin working towards the 3 Star.

PRE-REQUISITES

- Provide evidence of at least 3 different journeys in open canoes, of about 3 hours duration (10km) each with at least 1 of these in an open water environment.
- It is recommended the candidate holds the BCU 2 Star award.
- Where the BCU 2 Star award is not held the candidate should provide evidence of at least 1 session of about 3 hours duration, in an alternative discipline.

CRAFT

A traditional open canoe suitable for the remit of the award and the assessment tasks, paddled solo or tandem. The candidate is expected to perform all paddle skills on both sides. Where the test is undertaken as part of a tandem crew then each paddler needs to demonstrate the ability to operate in both bow and stern.

EQUIPMENT

Personal equipment appropriate for the candidate as a competent member of the assessment group.

ASSESSMENT VENUE

The conditions for the assessment must include:

- Open water with winds not above force 2-3.
- Simple moving water.

ASSESSOR

BCU Level 3 Open Canoe Coach or BCU UKCC Level 3 Open Canoe Coach

PART A – PERSONAL PADDLING SKILLS

- A.1 Lifting, carrying and launching / landing
- A.2 Efficient forward paddling
- A.3 Efficient reverse paddling
- A.4 Turns whilst on the move
- A.5 Moving sideways, both static and on the move
- A.6 Supporting, both static and on the move
- A.7 Entering, crossing and exiting a simple flow
- A.8 Poling
- A.9 Sailing
- A.10 Securing

PART B – RESCUE SKILLS

- B.1 Capsize, swim and self-rescue
- B.2 Deep water rescue
- B.3 Towing and use of tow line

PART C – SAFETY, LEADERSHIP & GROUP SKILLS

- C.1 Personal risk management
- C.2 Awareness of others
- C.3 Paddle a section of open water in wind conditions of force 2-3 as part of a led group

PART D – THEORY

- | | | | |
|-----|-------------------------|------|-----------------|
| D.1 | Equipment | D.7 | Planning |
| D.2 | Safety | D.8 | Group awareness |
| D.3 | Weather | D.9 | General |
| D.4 | Hypothermia / first aid | D.10 | Navigation |
| D.5 | Access | D.11 | Etiquette |
| D.6 | Environment | | |

BCU 3 Star Sea Kayak Syllabus

AIM

To recognise the level of skill, understanding and knowledge demonstrated (whilst journeying in a moderate tidal environment as part of a led group with winds no more than Force 4) is of the standard of an able improving sea paddler and beyond that of the beginner.

A consistent two star kayak standard of performance is appropriate for anyone starting to work towards the three star sea kayak award.

PRE-REQUISITES

- Provide evidence of at least 3 different journeys on the sea, of about 3 hour's duration (8nm) each.
- Provide evidence of at least 1 session of about 3 hours duration, in an alternative discipline.

CRAFT

A closed cockpit kayak, or sit on top suitable for journeying on the sea.

EQUIPMENT

Personal equipment carried by an able improving sea paddler and appropriate to the conditions and remit of the award.

ASSESSMENT VENUE

The assessment will take place during a suitable sea journey, with wind up to and including force 4, sea state 3.

ASSESSOR

BCU Level 3 Sea Coach or BCU UKC Level 3 Sea Coach or above.

Ratio of no more than 1:6.

The candidate is required to perform all skills on both sides. If the kayak is fitted with a rudder, it must be disabled for the duration of the assessment.

PART A – PERSONAL PADDLING SKILLS

- A.1 Lifting, carrying and launching / landing
- A.2 Efficient forward paddling
- A.3 Reverse paddling, stopping
- A.4 Maintaining direction
- A.5 Changing direction
- A.6 Moving sideways
- A.7 Supporting
- A.8 Rolling
- A.9 Securing

PART B – RESCUE SKILLS

- B.1 Deep water rescue
- B.2 Contact tows and use of towline
- B.3 Eskimo Rescue (self rescue sit on top)

PART C – SAFETY, LEADERSHIP & GROUP SKILLS

- C.1 Personal risk management
- C.2 Awareness of others
- C.3 Paddle as part of a led group

PART D – THEORY

- | | | | |
|-----|-------------------------|------|-------------------|
| D.1 | Equipment | D.6 | Environment |
| D.2 | Sea safety | D.7 | Planning |
| D.3 | Weather | D.8 | Group awareness |
| D.4 | Hypothermia / first aid | D.9 | General knowledge |
| D.5 | Access | D.10 | Navigation |

BCU 3 Star Surf Syllabus

AIM

Successful performance at this level indicates the candidate's competence to cope with UK surf conditions across a range of beaches and varying tidal conditions.

PRE-REQUISITES

- It is recommended that the candidate holds the BCU 2 Star award.
- Provide evidence of at least 3 surfing sessions in more than one location.

CRAFT

The candidate will normally be in a general purpose kayak or a sit on top, a surf specific craft is not a requirement for assessment.

VENUE

Small friendly surf. Beach breaks with spilling waves in and around a foot of surf, no larger than head high whilst seated in a kayak with winds of a strength which would not cause the characteristic of the wave or the paddlers learning to be seriously affected.

ASSESSOR

BCU Level 3 Surf Coach or BCU UKCC Level 3 Surf Coach or higher.

PART A – PERSONAL PADDLING SKILLS

- A.1 Lifting, carrying and launching
- A.2 Control
- A.3 Paddle out
- A.4 Positioning and wave selection
- A.5 Take off
- A.6 Riding
- A.7 Turns
- A.8 Rudder
- A.9 Supporting

PART B – RESCUE SKILLS

- B.1 Capsize and return to shore
- B.2 Deepwater rescue (flat water)
- B.3 Capsize recovery

PART C – SAFETY, LEADERSHIP & GROUP SKILLS

- C.1 Personal risk management
- C.2 Awareness of others

PART D – THEORY

- | | |
|--------------------------|----------------------------------|
| D.1 Equipment | D.5 Hypothermia / first aid |
| D.2 Tides and bathymetry | D.6 Environmental awareness |
| D.3 Etiquette | D.7 Planning and group awareness |
| D.4 Safety | D.8 General |

Level 1 Introduction to Powerboating

Aim: to provide a practical introduction to boat handling in powerboats. The one day course may be conducted in a variety of boat types, both planing and displacement and the certificate issued will be endorsed accordingly. The ratio of students to instructors should not exceed 3:1.

Duration: 1 day minimum

Minimum age: 8.

8 to 11 year olds will receive the Level 1 certificate which will be endorsed – *The holder should only use powered craft under the supervision of a responsible adult in the vessel.*

12 to 16 year olds will receive a Level 1 certificate which will be endorsed – *The holder should only use powered craft under the supervision of a responsible adult.*

SECTION A PRACTICAL

Launch and Recovery (8 to 11 year olds to observe this session only)

Knowledge of:

- Considerations to be taken during the launch
- Use of trailer and/or launching trolley.
- Consideration of different launching conditions and surfaces.
- Construction, width and condition of ramp/slipway

Preparation of Boat and Crew

Understands:

- Personal buoyancy and appropriate clothing
- The use of the following equipment: lines, fenders, anchor and warp, bailer, fire extinguisher, pump, paddles or oars, compass, flares, torch, whistle, charts, first aid kit, sharp knife.

Can:

- Perform the following: fasten to a cleat and stow an anchor

Boat Handling

Knowledge of:

- Planing boats: propeller angle and immersion, use of shallow drive
- Low speed handling: ahead and astern
- Displacement boats: handling ahead and astern, carrying way in neutral

Understands:

- How to carry out pre-start checks, including fuel tank and fuel bulb
- Steering, controls and windage.

Can:

- Steer and control boat speed
- Start and stop the engine
- Demonstrate the use of an appropriate length kill cord at all times

Picking Up and Securing to a Mooring Buoy

Knowledge of:

- Preparation of mooring warp.
- Use of boat hook.
- Method of approach.
- Crew communication.
- Making fast.

Leaving and Coming Alongside

Knowledge of:

- Wind effect
- Approach in tidal stream or current

Understands:

Leaving – ahead or astern

Can:

Demonstrate the use of painter, lines and fenders, attachment to boat, stowage under way.
Control speed and angle of approach.
Making fast alongside.

Being Towed

Knowledge of:

Preparing own lines for towing.
Accepting a tow
Securing tow lines.
Trim and balance under tow.

SECTION B THEORY

Knowledge of:

Loading and balancing the boat and the effect on handling and performance
Local byelaws and Insurance.

Understands:

Crewmembers: minimum number in the boat, keeping a lookout.
Awareness of other water users, including effect of wash.
Application of IRPCS. Understands rules 5, 6, and conduct around commercial shipping in confined waters

Level 2 National Powerboat Course

Aim: to teach boat handling and seamanship in powerboats. The two day course may be conducted in a variety of boat types, both planning and displacement and the certificate issued will be endorsed accordingly. The ratio of students to instructor should not exceed 3:1.

Minimum age: 12

12 to 16 year olds will receive a Level 2 certificate which will be endorsed – *The holder should only use powered craft under the supervision of a responsible adult.*

SECTION A PRACTICAL

Launching and Recovery

Knowledge of:

- Use of a trailer or launching trolley.
- Consideration of launching and sea conditions, including hazards and obstructions.
- Number of persons required to launch and recover.
- Construction, width and condition of slipway.
- Steep/slippy slipways, beach launchings, lee shores.
- Care of trailer bearings, hitches, lashings, ties, lights, winch.
- Trailer parking.

Can:

- Prepare the boat, lines, fenders, safety equipment, fuel tanks and lines.
- Stow and secure gear on board.

Boat Handling Under Way

Knowledge of:

- Loading: effect on performance and handling, effect on balance and trim, manufacturer's recommendation and CE plate.
- Displacement boats: handling ahead and astern, carrying way

Understands:

- Crew members: minimum number in high speed craft, keeping a look-out.
- Awareness of other water users, including effect of wash.
- Steering, controls, effect of current or tidal stream.
- High speed manoeuvring: planning, trim tabs, and planning trims
- Planning boats: propeller angle and immersion, shallow drive, high/low speed handling, tiller/console steering

Can:

- Carry out pre-start checks, engine starting and stopping
- Demonstrate the use of an appropriate length kill cord at all times
- Carry out low speed manoeuvres including turning in a confined area, effect of wind on bow, and holding off. Demonstrate an awareness of the danger of flooding when going astern.
- Carry out high speed manoeuvres including S-turns and U-turns

Securing to a Buoy

Understands:

- Preparation of mooring warp.
- Use of boathook.
- Method of approach.
- Crew communication.
- Making fast.
- Procedure when overshooting.

Can:

- Approach and secure to buoy

Anchoring

Understands:

- Method of approach in various conditions
- Taking way off
- Crew communication

Check holding
Depth of water, holding ground, scope required

Knowledge of:

Types of anchor.
Stowage and attachment to boat.
Preparation of anchor, chain and warp.
Weighing anchor.

Can:

Approach and anchor correctly
Weigh anchor correctly

Leaving and Coming Alongside

Understands:

Preparation and use of painter, lines and fenders, attachment to boat, stowage under way.
Speed and angle of approach
Wind effect.
Method of approach in tidal stream or current.

Knowledge of:

Making fast alongside.
Use of springs.
Leaving – ahead or astern.

Man Overboard

Knowledge of:

Recovery of man overboard

Can:

Take immediate action
Observe the man overboard
Carry out the correct return with awareness of propeller
Approach and recover the man in the water

SECTION B THEORY

Knowledge of:

Types of craft: advantages and disadvantages of different hull forms with respect to sea keeping ability
Engines and drives: advantages and disadvantages of outboard, inboard and outdrive units, power tilt and trim tabs, single and twin screws, choice and use of fuels.
Siting of fuel tanks and lines, batteries, wiring, fire extinguishers.
Routine engine maintenance checks, basic fault diagnosis.
Close down procedure
Advice to inland drivers about coastal waters
Use and limitations of GPS
Application of local byelaws, especially around commercial shipping
Sources of weather information

Understands:

Awareness of other water users
Communication with other craft – hand and sound signals
Disabled craft
Emergency action, preventing sinking
Adrift – alternative means of propulsion
Towing and being towed
Fire precautions and fire fighting
Distress signals and the Mayday call
Ropework

Can:

Apply IRPCS, principally rules 5, 7, 8, 9, 12-19

SECTION C COASTAL

Knowledge of:

Pilotage and passage planning
CG66 Small Craft Safety Scheme

Understands:

Charts, chart symbols, buoyage systems
Tides and tidal streams

Can:

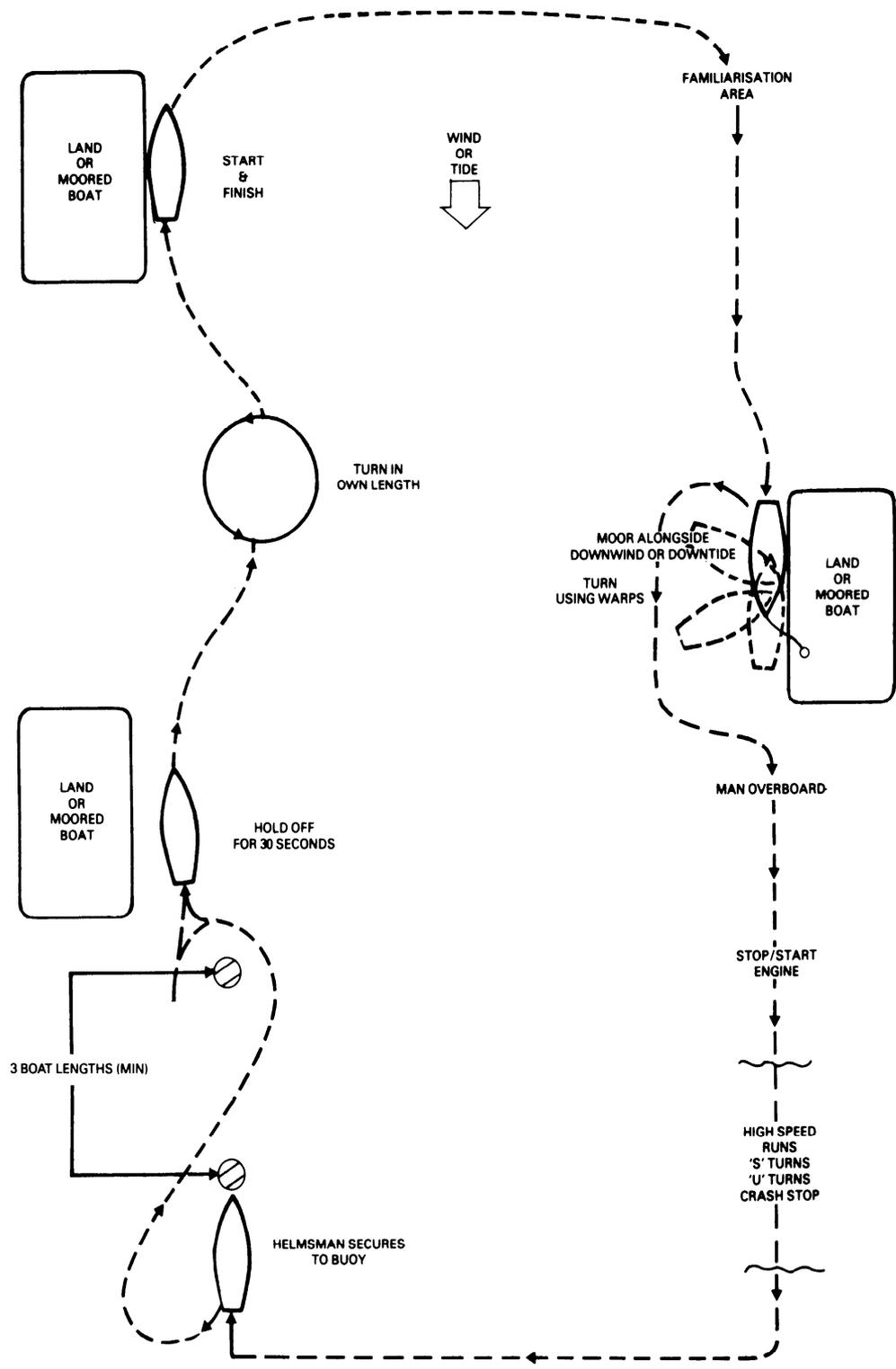
Use steering and hand bearing compass
Apply Section A on coastal waters

SECTION D Direct Assessment for Experienced Powerboat Drivers

The candidate should have the equivalent of at least a full season's powerboating handling experience. The candidate must complete the practical exercise described, and satisfactorily answer questions on Section B. Candidates seeking assessment on coastal waters will demonstrate knowledge and practical application of Section C.

Practical Assessment of All Candidates for Level 2

The diagram overleaf outlines the format of the practical test, although it need not follow the order given. Candidates are expected to show that they understand the principles involved in each manoeuvre. Failure to successfully complete a manoeuvre at the first attempt will not necessarily result in overall failure, but a timely awareness of the need to abort an exercise and try again is important.



RYA Safety Boat Certificate

Aim: to introduce the techniques used in powerboats escorting racing fleets of dinghies and windsurfers, providing safety and rescue cover for racing fleets, and assisting in race management. Techniques for canoes/kayaks and kite surfers should also be discussed. It is strongly recommended that a member of the rescue crew should hold a first aid certificate.

The ratio of students to instructors should not exceed 6:1 (using two boats).

Pre-Requisite: Level 2 Powerboat Certificate

Duration: 2 days

Minimum age: 16

SECTION A: PRACTICAL

Preparation

Understands:

- Boat checks
- Safety equipment including kill cord management, sharp knife and first aid kit
- Crew communication
- Race management duties including marking abandoned boats

Boat Handling

Understands:

- Positioning in respect of fleet
- Size of sailing area and response times for different craft
- Communication with other craft
- Race management duties

Can:

- Stand off another craft
- Coming alongside under way – other powerboats and sailing craft.
- Lay and recover marks
- Demonstrate the correct use of an appropriate length kill cord at all times

Dinghy Rescue

Understands:

- Methods for recovering personnel from water and techniques for lifting heavy casualties
- How to deal with entrapments
- How to right a multihull
- Procedures for righting high performance dinghies
- The dangers of lee shores

Can:

- Approach capsized craft and boats in need of assistance
- Right capsized and inverted or partially inverted dinghies, both crewed and single handers

Windsurfer Rescue

Understands:

- Recovering several boards

Can:

- Demonstrate the correct approach
- Recover personnel from water
- Rescue single board without de-rigging
- Stow rigs

Kayak or Canoe Rescue (can be covered as theory)

Understands:

- The correct approach
- How to rescue different types of kayak and canoe
- How to return the paddler to their kayak or canoe

How to stow empty kayaks
Towing occupied and empty kayaks or canoes

Towing

Understands:

Length of tow line
Multiple tows
Towing fragile high performance boats

Can:

Tow alongside
Position to pass a tow line
Pass a tow line
Use of a bridle
Cast off tow line

End-of-Day Procedures

Understands:

Refuelling including risks from static electricity
Returning equipment
Reporting faults and problems

SECTION B: THEORY

Safety

Understands:

Use of VHF
Use of tower or club race box for improved vision
First aid
How to carry out a search
Operating from a beach or shallow water

Suitability of Craft

Knowledge of:

Limitations of boats with high freeboard
Hull types
Drive types

Local Factors

Knowledge of:

Bylaws and regulations

Communication

Understands:

Crew communication
Communication with other vessels

Rescuing Other Water Users

Knowledge of:

How to rescue swimmers, rowing (sculling) boats, water-skiers and towed inflatables, personal watercraft, canoeists and larger craft
Special considerations for dealing with kite surfers

Intermediate and Advanced Certificates

Due to the nature of these courses, details of the syllabus for the Advanced Course can be obtained from the National Boating Manager or the RYA. These courses are currently beyond the capability of the NTC to provide.

These courses are designed for the serious amateur and the professional user; it is essential that competent instructors who have qualified by attending an Advanced Instructor training course run by a Powerboat Trainer deliver this course.

BOATING SYLLABUS

PULLING CRAFT

The syllabus is modified from that used by the Sea Cadet Corps and the Sea Scouts, who have in their turn taken the syllabus from the Admiralty Manual of Seamanship.

Because of the nature of this enjoyable activity and the amount of people needed to crew a pulling vessel supervision ratios may be increased taking into consideration the conditions.

Pulling Orders

When a pulling boat is under way any order given to the crew except "Hold Water" is obeyed on completing one full stroke after the order is given. All such orders should be given at the moment when the blades of the oars are in the water.

On obeying a pulling order the crew take their time by the stroke oarsman. When "Port" or "Starboard" is included in a pulling order, it refers to the bank of oars on the port or starboard side of the boat respectively.

The Admiralty Sailing Cutter (ASC) is pulled as a single banked boat, but owing to the length of oars used (3.5 metres long) the oarsman has to sit on same side as his own oar.

Positions in the boat to be named the same as a Whaler, without the midship oar, from forward:

Position	1 – Bow
	2 – 2 nd Bow
	3 – 2 nd Stroke
	4 – Stroke

Ship Your Oars

This is the order to place the oars in the crutches in readiness for pulling.

Shove Off This is the order to shove the boat off with the looms of the oars from the ship or landing place alongside, or from the bottom if she is grounded. (See Note 1.)

Stand By This order is given to prepare the crew before the order "Give Way Together", the oarsman leans forward as far as possible the blade vertical over the water line.

Give Way Together

This is the order to start pulling and it is obeyed together by the whole crew. If only one bank of oars is required to give way, the order "Give Way Port" or "Give Way Starboard" is given.

Oars This is the order to cease pulling. At this order the crew sit squarely and upright on the thwarts, with their oars horizontal and at right angles to the fore-and-aft line of the boat and with the blades feathered, i.e. parallel to the water. This order is also given to alert the crew before ordering "Give Way Together".

Lay On Your Oars

This order allows the crew to relax from the position of "Oars"; they may either rest on the looms of their oars or lay on their oars athwart the boat with the grips under the gunwale.

Hold Water This is an emergency order and is obeyed immediately. This is the order to reduce or stop way of the boat by holding the oars at right angles to the fore-and-aft line of the boat with the blades in the water; it should be obeyed as soon as it is given. If required to hold water with one bank of oars only, the order "Hold Water" is followed by "Port" or "Starboard".

Back Together This is the order to back water together by pushing on the looms of their oars instead of pulling. If only one bank is required to back water the order "Back Port" or "Back Starboard" is given.

Stroke Together

This is the order for all to give one stroke together. If only one bank of oars is to give a stroke the order "Stroke Port" or "Stroke Starboard" is given.

Easy All This is the order to pull less vigorously, so that the speed of the boat will be reduced. If the boat is being turned the order "Easy Port" or "Easy Starboard" may be given. To resume pulling the order "Give Way Together" is given.

Mind Your Oars

This is a warning to the crew to keep the blades of their oars clear of some obstruction. If the warning concerns only one bank of oars the order "Mind Your Oars Port/Starboard" is given.

Eyes In The Boat

This is an order to the crew to keep their gaze from wandering abroad and pay attention to their duties.

- Bows** This is the order to the Bowman to boat his oar by lifting the oar out of the crutch, sliding the loom of the oar down the centre of the boat, so that the blade is forward and the loom aft. He unships his crutch and stands ready in the bow facing forward, with his boathook vertical, ready to fend off.
- Way Enough** This is the order that requires the oarsmen to pull one more stroke, pass the looms of their oars over their heads and to boat the oars.
- Boat Your Oars** This is the order to unship the oars from the crutches and lay them fore-and-aft (loom forward) in the boat.

Notes:

Saluting In a Boat

The coxswain will order "Oars"; the crew take one more stroke and come to the "Oars" position. The crew sit to attention, holding the oar so the blade is feathered (parallel to the water), the Coxswain will salute.

At the order "Shove Off" the Bowman bears off the bow of the boat and lays in his boathook, the stroke oarsman lays in his boathook and fender. Number 2 and 3 lay in their fenders on their respective sides.

Competent Crew

TO BE ADDED AT A LATER DATE.

Supervised Coxswain

On completion of the course the successful cadet will be able to cox a pulling vessel under supervision.

SECTION A: PRACTICAL

Pull an oar correctly in all positions of the crew.

Row small dinghy under oars around a short course single handed.

Take charge of a pulling boat with a competent crew during the following manoeuvres:

Letting go from alongside or from a lizard.

Normal pulling.

Securing to a buoy.

Recovering a man overboard.

Coming alongside or to a lizard.

Ropework Reef knot.

Round turn and two half hitches.

Figure of eight knot.

Throw a heaving line 10 metres.

Aware of the dangers of hypothermia and knows importance of first aid training, particularly in cardio pulmonary resuscitation.

SECTION B THEORY

Types of pulling boat

GRP, Plywood, Clinker, Carvel.

Parts of a pulling boat and oar.

Boat buoyancy.

Lifejackets and buoyancy aids

Their correct use and maintenance.

Basic knowledge of sea terms.

Pulling Coxswain

On completion of the course the successful candidate will be able to charge of a pulling boat with a trained but inexperienced crew.

It is assumed that every person starting this course has already mastered the practical skills and absorbed the background knowledge required for *Supervised Coxswain*.

SECTION A PRACTICAL

Letting go and coming alongside or to a buoy or a lizard.

Towing and being towed.

Recovering a man overboard.

Anchoring and weighing anchor.

Ropework Eye splice.

 Sealing.

 Common whipping.

SECTION B THEORY

Apply the Basic Rule of the Road:

 Assessing the risk of collision.

 Steering rules.

 Overtaking rule.

 Restricted waters.

 Manoeuvring sound signals.

 Local Byelaws and regulations.

 Distress signals.

Meteorology High and low pressure systems.

 Associated weather patterns.

 The Beaufort Wind Scale.

 Clouds.

Tides and currents

 Tidal sequence – springs and neaps.

 Strength of current and eddies.

 Effect of wind and tide on boat handling.

Ceremonial in boats

 Wearing of boat ensigns.

 Salutes in boats, between boats, at sunset, etc.

 Embarking and disembarking Officers.

Pulling Instructor

On completion of the course the successful candidate will be able to instruct a pulling boat with inexperienced crews and individuals up to Pulling Coxswain.

It is assumed that every person starting this course has already mastered the practical skills and absorbed the background knowledge required for *Pulling Coxswain*.

In practical terms, at least two full seasons pulling experience since successfully completing the *Pulling Coxswain* course is advisable.

SECTION A PRACTICAL

Know the correct pulling orders.
Explain and correct pulling defects.
Able carry out emergency repairs to a pulling boat.

SECTION B THEORY

Boat maintenance

- Preparation and painting.
- Maintenance of GRP hulls.
- Storage and support.
- Repairs in wood and GRP.

Buoyage

- IALA system.

Chartwork and meteorology

- Chart symbols.
- Tidal information.
- Use of transits and clearing lines.
- Simple position fixing.
- Beaufort Wind Scale.
- Sources of weather forecasts.
- Interpretation of a synoptic chart.
- High and low pressure systems and their associated weather patterns.
- Barometer.
- Clouds.
- Gale warnings.

Pulling Examiner

Will have held a Pulling Instructors certificate for at least five seasons and is to be directly approved by the National Boating Manager.

Aide Memoir to Instructors and Examiners

The following are the standards to be applied by examiners when assessing a candidates ability.

Subject	Instructor	Coxswain	Supv Coxswain	Comp. Crew
Safety – lifejackets and buoyancy aids	Thorough	Thorough	Thorough	Thorough
Ability to pull an oar correctly	Thorough	Thorough	Thorough	Thorough
Ability to instruct inexperienced crews explain and correct pulling orders	Thorough	Reasonable	NA	NA
Ability to handle a small boat under oars single handed	Thorough	Thorough	Thorough	Reasonable
Parts of a boat	Thorough	Thorough	Reasonable	Acquaint
Knowledge of sea terms	Thorough	Reasonable	Reasonable	Acquaint
Ropework	Thorough	Thorough	Thorough	Thorough
Ability to whip and splice	Thorough	Reasonable	Acquaint	NA
Boat maintenance and repairs	Reasonable	NA	NA	NA
Rule of the Road, buoyage and tides	Thorough	Reasonable	NA	NA
Chartwork and meteorology	Reasonable	NA	NA	NA
Man overboard	Thorough	Thorough	Reasonable	Acquaint
Letting go and coming alongside	Thorough	Thorough	Reasonable	Acquaint
Securing to a buoy	Thorough	Thorough	Reasonable	Acquaint
Towing	Thorough	Reasonable	Acquaint	Acquaint
Anchoring	Thorough	Reasonable	NA	NA
Ceremonial in boats	Thorough	Reasonable	Acquaint	NA

Notes: Thorough Thorough knowledge of the subject, assessed by examination.
Reasonable Reasonable knowledge, can be carried out under instruction.
Acquaint Theoretical knowledge from training ashore.