

## **RYA Senior Instructor: Coach Assessor and Trainer Course Notes**

An RYA Senior Instructor course must be approved by the Regional Development Officer/Coach when running a UK course, and RYA HQ if overseas. Each course must be staffed by two or more RYA Coach/Assessors.

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

The following notes have been put together for Coach Assessors and Trainers running the RYA Senior Instructor Course, after consultation and review.

It is important that an SI course evolves to meet the candidate's needs, making each course individual, it is therefore important to note that these notes are meant as a useful guide and not designed to be followed step by step.

### **What are we looking for:**

- TRUST – you are trusting they can do the job when you sign the yellow card
- Broad and accurate knowledge of the RYA schemes and method delivery
- Safety conscious
- Have an awareness of importance and emphasis of SOPs and RYA Guidance notes: Ratios and requirements, and the impact they have on their working environment, significance and how where they can find out required information
- Effective in what they are observing and reviewing
- Evidence of awareness and confidence to step in and take control of a situation if required, especially where there are safety concerns. This can be a tricky situation if members of the instructor team are older or felt to be more experienced
- Some candidates will show you everything you need to see by day 3, weaker candidates, you may still be gathering evidence either way – opportunities need to be provided to manage this effectively and will require input from the coach when the candidates are planning their days/sessions

### **What should they be able to do:**

- Are they safe
  - Awareness of safety and safety management
  - Are they capable of looking at a session and judging its effectiveness
  - Do they have the ability to step in when required and understand why they may need to foresee potential issues arising
    - Either at the very beginning when a briefing is being delivered during either an initial staff meeting or student briefing,
    - Or while the session is running
- Can they lead a brief for a team of instructors
- Are they a potential role model
- Are they effective in what they are observing and reviewing
- They won't be solid at reviewing, but they should be able to show you the '*nuts and bolts*' and that they have the understanding of what is required and the priorities; safety/enjoyment/learning/development.
- Can they sail competently, we don't need rock stars, but present a pre entry ability in a force 4

### **How do we achieve that:**

- Models initially provided by the coach (Day 1 only) assist in setting the course expectations and setting the scene
- Candidate led sessions and reviews
- Day 2 to 4 the candidates should be shaping the days plan and content
- Days 3 and 4 the coaches should completely back off, letting the candidates plan the days, resources required and sessions being run – the coaches input at this stage should be minimal and really just to guide and provide input through the reviews, or some discussions\*

**NOTE: *Unless the coaches need to manipulate the day/sessions so that they can observe a particular candidate/candidates again to confirm thoughts and further assess***

### **Reviewing vs managing:**

A consideration during the SI review has been whether we have the balance correct between enhancing our candidates ability to review, and ensuring they have the skills to manage on-water effectively. If we take time to consider their roles within a centre, club or resort, we can understand the knowledge and skills required to enable candidates to carry out both.

- Showing knowledge and understanding of RYA requirement (Ratios/Instructors/Safety boats) and teaching delivery (method/Syllabus/skill breakdown) during their sessions and reviews
- Use of reviewing as a briefing/debriefing skill and vehicle for checking knowledge and accuracy
- Evidence of effective session planning and programming
- Candidate discussions to expand and share knowledge

### **Course Joining Instructions (JI's):**

It is important the students receive their JI's in sufficient time prior to the course, that they clearly and concisely set the expectations for the course. This should include elements such as: course timings, coaching staff, personal equipment, resource requirements and pre-course work.

The joining instructions are also an opportunity to signpost to additional support material, such as RYA Web resources: the reviewing videos and presentation, method land drills videos etc.

### **Senior Instructor Course Form:**

The form has been put together as a resource to gather information on a candidate wishing to attend an RYA SI Course, as well as further background from those who will have worked with them through the signed recommendation. Use of the form is not compulsory, however please remember a signed recommendation is, alongside the other prerequisites.

### **Sailing CV in workbook:**

here are many ways to utilise this depending on the information you would like on the candidates prior to the start of a course.

Perhaps get candidates to submit prior to the course? The CV could be handed in at the beginning of the course, utilising it as a useful tool in sorting out groups and/or planning ahead to "shape" the course, spotting potential gaps in knowledge or experience before the course commences.

### **SI Workbook:**

The SI Workbook has been revised to consider and progress the candidates current knowledge, asking them to reflect on previous experiences as a DI, while covering potential new areas. Although we do not expect Coaches to mark the workbook consideration for the time our students spend completing it is important. Many exercises within the workbook will also lend themselves as useful discussions during the course, such as Disaster Department, SOPs, Reviewing skills, Course planning etc.

When reviewing their work, you may see a '+' icon at the bottom of the text boxes, this indicates there is further text to view and by pressing this icon it will become visible.

### **The SI Course:**

During the course it is important as coaches and trainers we:

- Provide initial examples
- Continue to coax and nudge

#### **Day 1: *Coach intensive/led, drawing out information***

- Setting scene, expectations and goals, provide examples: models with input
- Candidates provide input through experience and understanding of what an SI is
  - Course coaches guide to ensure they stay on the right track
- Initial sessions may well be bad initially as they find their feet/understand expectations and priorities

### Day 1/2:

- Consider helping the candidates understand the reviewing process by staying with the designated SI to help them understand what they are looking for, have dialogue. **Question only, don't force your perspective:** *'What's happening here, tell me what you think, When would you look to step in'.....towards the end 'has it achieved its aim, have the students learnt something, (what questions might you be asking, where do you want the review to go): refer to Safe/Learning/Enjoyment/Development'*
  - This route should help them understand what they are looking for and how to prioritise

**Day 2:** *By the end of day 2 you should have sufficient information and examples for your midcourse debrief:*

- Midcourse debrief:
  - Examples of their ability and where/how/what they need to do to progress
  - What can you 'tick off' – the 'good stuff'
  - What areas need work and how can they achieve this – provide opportunities by molding day 3 after actions from the mid course debrief
- Further develop good candidates by talking to them about what they can add (development), increasing their effectiveness
- Try not to make judgment, let candidates experiment, make mistakes and let the candidates learn from them, let them stick their 'heads above the parapet'

**Day 3/4:** *start to rein in their mistakes through feedback and session type*

- Challenge them by moving on to further sessions and advanced modules (**but don't overload. Candidates need to be able to apply the feedback they've received**)

**Assessment:** The outcome of the course is determined by continuous assessment made jointly by the course coaches. Each session must be reviewed to identify areas the candidates did well and those highlight for development.

As with an RYA Dinghy Instructor course, there are two important debriefs which must take place during the course, the mid-course debrief, and the final course debrief:

**Mid-course debrief** provides an important opportunity to discuss performance so far, with coaches having identified positive points and highlighted actions required for the remainder of the course. It is essential you can evidence where necessary. This debrief enables the candidates with further opportunity to demonstrate and practice specific elements. You may also take this opportunity, if appropriate, to discuss the final outcome of the course, highlighting specific areas you would like to see the candidate work, concentrate and deliver, during the remainder of the course.

**Final Debrief** is the final opportunity to discuss the candidates performance and course outcome, as well as any required areas of further development and action.

If you feel a candidate needs further development in specific areas, an action plan must be compiled focusing on specifics to aid development. Actions set should be written using SMART objectives: Specific, Measurable, Attainable, Relevant and Timely, aiding the candidates understanding and completion.

### **Course Outcomes**

1. Try where possible to be SMART when compiling action plans for students, write them down and if possible give them a copy there and the - the RYA action plan pad
2. Keep copies of all actions set for future reference, or by another assessing coach
3. Think about the ways the candidate can have their action set signed off, is it accessible for them:
  - If it is a coach reassessment, do you know a coach near by to them that may be able to assist
  - Can they gain further experience with another experienced SI or RYA SDO/RDO or similar
  - Attendance on a course, endorsement or RYA Event: Instructor Training Day or CPD event?

The following is a list of common areas often highlighted for further development:

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

As with all RYA Instructor Training, when action plans are set there may be a variety of methods for completion. These should be agreed beforehand by the course coaches to ensure agreement and suitable attainability.

Reassessment must be appropriate and achievable, with completion time frames set and agreed, which may involve methods such as observation or assessment by an RYA Coach, assistance from an experience SI or attendance on a specific course.

Examples of potential actions set are listed below, please be aware these are *examples* and you may identify other areas, or alternative actions to ensure the required outcome and level is attained.

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

Action Plan: Further practice embedding the reviewing skills at SI level is required over an agreed period of time at their own club/centre. Once confident this action is met, the candidates should contact one of the *original* course coaches to agree a date where their reviewing skills will be assessed. This will be completed within an agreed period, such as 3 months.

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

Action Plan: a) Attend a Seamanship/Performance sailing course (or similar) within an agreed period, such as 6 months, emailing the certificate to one of the Coach/Assessors, b) Lack of Instruction on the higher level courses (spinnaker/day sailing etc.

Action Plan: b) Attend an Advanced Instructor endorsement, or evidence of running a 'set number' of advanced module courses, raising level of experience delivering and sailing, at the required level within an agreed period. Email the certificate to the Coach Assessor when completed.

General Instructor Experience: Lack of confidence or accuracy with highlighting and feeding back the development areas to Dinghy Instructors

Action Plan: Mentored by an experienced SI for an agreed time frame to gain further confidence, knowledge and experience.

Reassessment by a coach or confirmation by a know senior instructor or chief instructor. OR Work experience at a different centre or club for an 'agreed period' to develop wider delivery experience. When complete they should ask the mentor to contact the course coach to discuss reassessment, if required.

Session delivery: As with instructional experience, session structure, content and experienced delivery are important skills for an SI to enable them to mentor their team effectively, and may be highlighted as an area for further development. Similar actions may be set, as above, requiring evidence of further experience in certain areas or running of specific courses. Outcome evidence may vary, dictated by actions set, with reassessment criteria varying from coach interaction or support from an experienced SI.

***There are many other action plans that could be developed around sailing and instructional ability and experience, within the SMART guidelines, depending on areas identified.***

Powerboat skills: Evidence and observation of safe powerboat handling in a range of situations is imperative. If raised as a concern, and extra training with powerboat handling identified as required, appropriate and achievable actions should be set reflecting observations. Further advice maybe sort from RYA HQ if required.

**Please note:** If an Inland RYA Safetyboat ticket is held for a coastal instructor course, there are no routes for direct assessment and a complete course would need to be undertaken. Prior to the start of the course, you may wish to discuss the issuing of an RYA Senior instructor qualification with an inland endorsement, until completion of a coastal Safetyboat is obtained.