



- (ii) estimation of speed from transverse wave length;
  - (iii) meaning of 'planing'.
2. Hull and fitting maintenance: knowledge of prime areas of deterioration, precautions to avoid rot, use of paints and compositions for hull protection, cure for damaged areas, minor repairs to wood, and/or G.R.P., and/or metal fittings and part of hull.
  3.
    - (a) Rigs and rigging: knowledge of a variety of sail combinations: lug sails, gaff and Bermudan; shrouds and stays.
    - (b) Standing rigging: rigging screws, shroud lanyards, toggles, machine-made terminals.
    - (c) Running rigging: halyards, sheets, kicking straps, vang and guys, down-hauls and out-hauls, yard lashings and lacings.
    - (d) Rigging and unrigging: use of sail battens, use of equipment as above.
    - (e) Sail terminology: names of all parts of sails, fittings used for sail adjustments.
    - (f) Basic maintenance of sailing gear: values of periodic inspections, simple spar maintenance, rigging maintenance, sail maintenance.
  4.
    - (a) Meaning of: close-hauled, reaching, running, tacking, wearing, gybing, hull balance, sail balance.
    - (b) Use of drop centre-plate and function of ballast keel.
    - (c) Sail reduction: points reefing, slab reefing, roller reefing, furling headsails, scandalising sails.
    - (d) Capsizing drill: standard righting and recovery drill for sailing dinghies. (e) Man-overboard drill: standard manoeuvres to return to victim, methods of recovering victim into boat.

Suggested Learning and Teaching Approaches

Active learning and teaching approaches should be used throughout, with work in boats forming the basis of learning.

Films, videos, diagrams and models should be used as extensively as possible to support practical work.

Films and video should be used to stimulate discussion, not simply to convey information.

The importance of safety should be emphasised throughout.

#### Assessment Procedures

Learning outcome 1 should be assessed by a series of oral questions, involving actual hulls or pictures of hulls. Recognition of a hull form, with a brief description of its characteristics, should be expected. Satisfactory performance will be the recognition and description of four hull forms. Testing should take place no later than 2/3 of the way through the module to allow time for remediation and retesting. The tutor must exercise his/her professional judgement on the student's ability to communicate.

Checklists should be used for formative assessment of learning outcomes 2, 3 and 4. The student should be kept informed of progress throughout and remedial tuition should be provided in a suitable form when appropriate. Learning outcomes 2, 3 and 4 should be summatively assessed by the following checklists. A tick or cross should be used to record satisfactory/ unsatisfactory performance. Satisfactory performance in all items of each checklist on two occasions should be considered as adequate evidence that the student has achieved the learning outcomes.

#### Learning outcome 2

##### Checklist

The student correctly:

1. identifies prime areas of deterioration;
2. selects appropriate paint or composition;
3. applies appropriate paint or composition;
4. identifies hull or fitting in need of repair;
5. selects appropriate material for repair;
6. applies material.

#### Learning outcome 3

##### Checklist

The student correctly:

1. recognises type of rig;
2. names the constituent parts of the rig;
3. carries out appropriate pre-use inspection;
4. carries out basic maintenance on parts of the rig;
5. sets up rig.

Learning outcome 4

Checklist

The student, to an acceptable standard:

1. adjusts sails to suit weather/wind conditions;
2. steers boat between a number of fixed points;
3. carries out righting procedures;
4. carries out man-overboard procedures;
5. moors to a buoy;
6. unmoors from a buoy.