

Student Handbook

NZQA / NCEA Level 2

Dinghy - Learn to Sail Level 1 & 2

Keelboat Sailing – Level 1 & 2



October 2014

Table of Contents

	Page Number
Welcome	
Quality assurance	2
Terminology	2
Course Information	2
Field Tests	2
Certificates	3
Cost	3
Appeal Process for Student	4
Reporting Process	5
Course information and Field Tests	
Unit 21929 - Make Safety Preparations for Sailing a Dinghy	6 - 8
Unit 21930 - Make Safety Preparations for Sailing a Keelboat	9 - 14
Unit 21931 – Demonstrate Knowledge of the Basic Principles of Sailing	15 - 19
Unit 21932 – Rig, Launch & Sail a Dinghy in up to 10 Knots of Wind	20 - 25
Unit 21933 – Carry out Basic Sailing & Seamanship Activities as a Crew Member on a Keelboat	26 - 29
Payment Form	30

Welcome to Yachting New Zealand's Learn to Sail Programme!

QUALITY ASSURANCE

The purpose of this documentation is to ensure that a quality assurance system is in place to complement the competency based learning elements of Yachting New Zealand's (YNZ's) Learn to Sail programme. Please read and familiarise yourself with it. Competency against these unit standards can be credited towards the National Certificate in Educational Achievement (NCEA) – see *REPORTING CREDITS TOWARDS NCEA (Page 3)*

TERMINOLOGY

Learn to Sail (Dinghy) Coach	A <u>currently qualified</u> Yachting New Zealand Learn to Sail (Dinghy) Coach.
Keelboat Coach	A <u>currently qualified</u> Yachting New Zealand Sail Keelboat Coach specialising in keelboat sailing.
Evidence Verifier	A person, usually a Coach, trained/experienced in gathering and verifying evidence of learner ability to competently perform the skills learned throughout this programme.
YNZ National Assessor	A person appointed by Yachting New Zealand that has undergone SKILLS ACTIVE AOTEAROA assessor training and is a SKILLS ACTIVE AOTEAROA registered assessor with permission and responsibility for assessment of yachting unit standards.

COURSE INFORMATION

Contained in this handbook is a brief description of the course content of each unit. As you work through the Yachting New Zealand logbooks and your instructor has observed you demonstrating the various skills and knowledge required make sure that your instructor initials the 'complete' box for each module in the checklist at the back of the YNZ logbook. This will ensure that you and your instructor are both keeping track of where you are at in the programme.

FIELD TESTS

Most of the activities you will be asked to demonstrate are included in the **field tests**. There is a section in this handbook which explains what is involved for each field test. Please note that depending on the type of boat you are learning to sail in (i.e. dinghy vs. keel boat), some components of the field tests designed to observe competency may not be relevant. All field tests relevant to the boat class **must** be completed successfully for you to achieve the YNZ Learn to Sail certificate.

CERTIFICATES

Yachting New Zealand 'Learn to Sail' certificates will be issued on behalf of Yachting New Zealand by your Coach on the completion of the entire Learn to Sail syllabus for either dinghies or keelboats. You are only entitled to these certificates if you have been taught by a qualified Yachting New Zealand Club or Seamanship Instructor.

Please ensure that you provide your Coach / Instructor with your full name, address, date of birth and National Student Number.

REPORTING CREDITS TOWARDS NCEA:

Credits for completed unit standards can be credited towards NCEA for secondary school students. In order to do this evidence of completed Units must be presented to your school in order to have the credits matched with your NCEA record.

COST

The cost of taking this course will be determined in two ways.

- 1) There will be the cost of the classes delivered by a Club / Training Organisation. This will vary from place to place and should be negotiated between you or your school and the Club, Sailing School or other organisation which will be supplying the Instruction.
- 2) There will be a cost of having your achievements assessed.

If there is not a prior arrangement between YNZ and your school or provider as to how the credit report assessment will be paid, you must fill in a payment form (which shall contain credit card details or be accompanied by a cheque). This form will be sent in to Yachting New Zealand by the Club / Training Organisation with Form C. (A copy of the payment form is included in the back of this handbook and the form is also available for downloading off the Yachting New Zealand website at <http://www.yachtingnz.org.nz/learn-to-sail/school-programs/ncea>)

If a your school or provider has agreed to pay Yachting New Zealand directly on your behalf on receipt of the credit report from an Instructor Yachting New Zealand will invoice the school or provider directly.

The Cost

The cost of assessment of the credit report is \$7.00 per credit + GST

This includes SKILLS ACTIVE AOTEAROA'S charge for reporting the credits to NZQA and for the assessor's costs. It will also include a Yachting New Zealand certificate if the course has been delivered by a Yachting New Zealand club or sailing school.

i.e. Unit 21929 = 2 Credits Cost is 2 x \$7.0 = \$14.00 + GST per student

NSN NUMBER

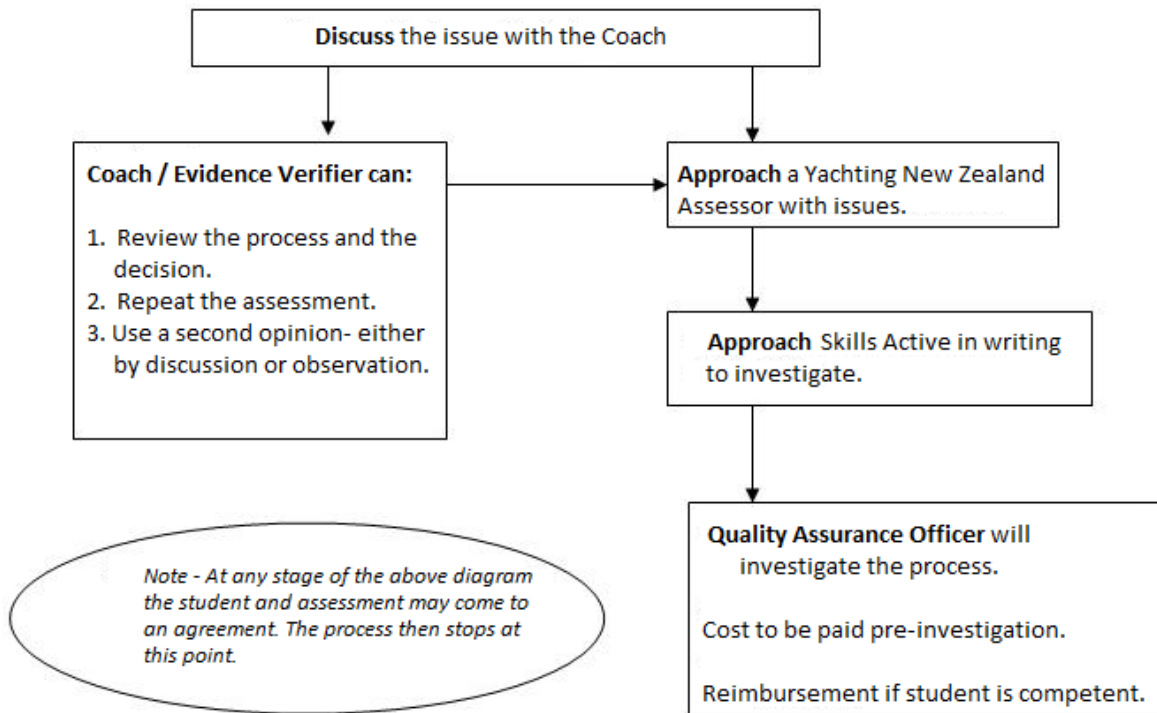
If you do not have a NSN Number NZQA will need to assign you one. This may incur a one off fee and may need to be included in your payment to Yachting New Zealand.

COST OF RESOURCES

The costs of various publications you may need are set out on the Yachting New Zealand website under “Learn to sail” then “School Programmes” “NZQA”. Under “NZQA Documents” you will find an order form.

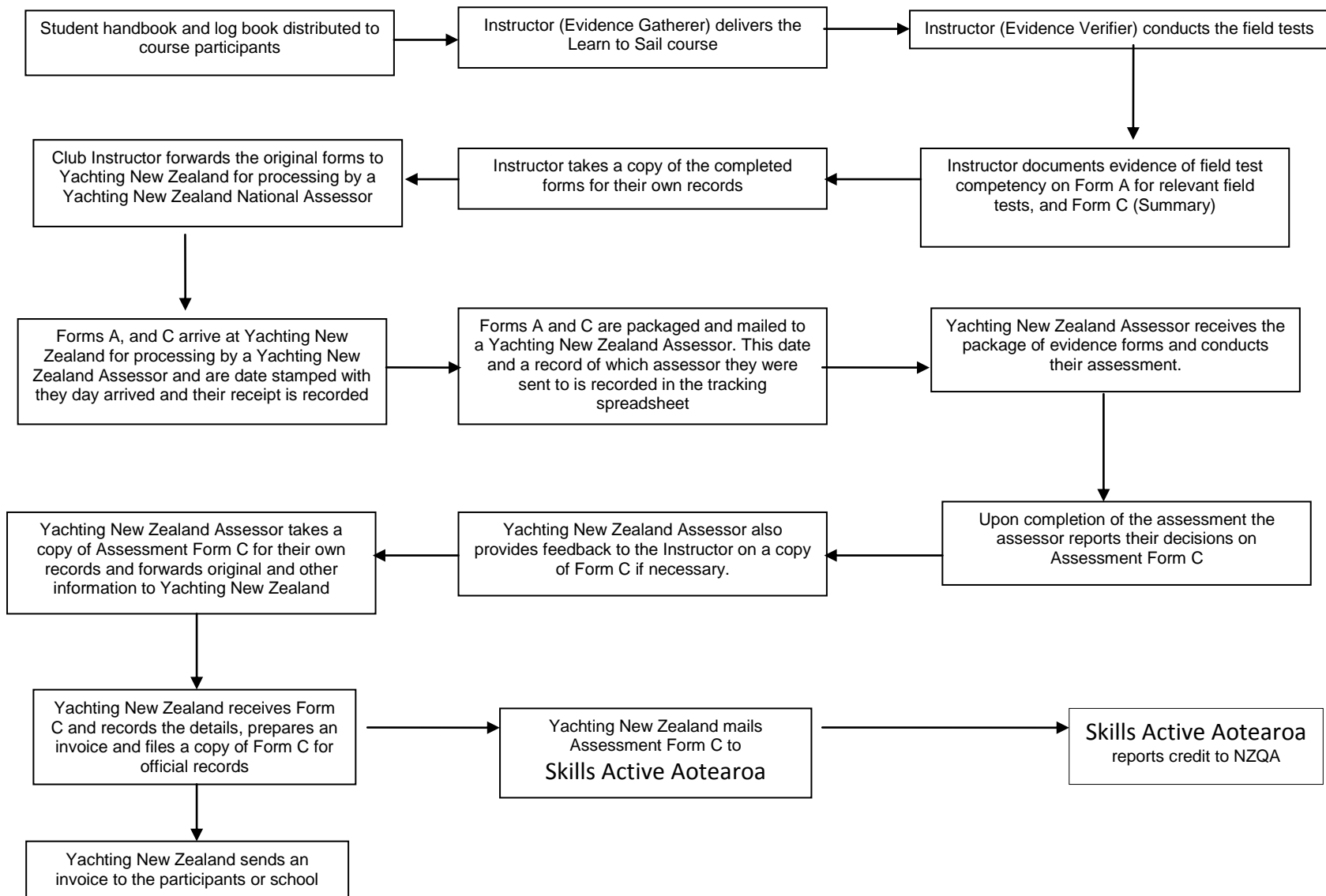
Appeal Process for Student

You have a right to appeal an assessment decision



For further information or assistance please contact

Andrew Clouston
 Participation and Development Manager
 Yachting New Zealand
 Email andrew@yachtingnz.org.nz



Unit 21929

Make Safety Preparations for Sailing a Dinghy

Course Information

Number	Title	Level	Credits
21929	Make safety preparations for sailing a dinghy	2	2

A course in which you will learn the safety features of a sailing dinghy and some safe practices when sailing

You will be assessed during the course to record your knowledge of safety features of a sailing dinghy and of various safety procedures involved with going sailing. The assessment will occur during an 'onshore' sessions during which you will be expected to answer a number of questions relative to the type of boat you are using, as well as other general safety related questions. This may also involve written activity sheets and checklists

The standard of competency required to achieve this standard is to be very conversant with the terminology used and to be very familiar with the various safety functions of the boat and procedures. You will be assessed relative to the equipment on the boat you are using and the procedures relative to sailing dinghies.

You will be required to plan a short sailing trip of up to 2 hours and complete the following tasks:-

- Identify the buoyancy features of a boat and how to maintain their integrity.
- Identify the safety features of the boat.
- Demonstrate the appropriate choice of clothing for the weather conditions.
- Identifies PFD's, (Personal Flotation Devices) – buoyancy aids and life jackets and demonstrate their correct fit and use
- Plans a sailing trip of up to 2 hours considering the wind, tide and course and including sail selection & equipment.
- Prepare a trip report for the shore personnel.

Task	Evidence	Judgment
1. Identify the buoyancy features of a boat and how to maintain their condition.	<p>Student identifies buoyancy features:</p> <ul style="list-style-type: none"> - Buoyancy bags. - Securing straps. - Built in buoyancy. - Access hatches. - Bungs <p>Student checks:</p> <ul style="list-style-type: none"> - securing-straps are in good condition. - built in buoyancy is less likely to leak. - Student cleans seal around access hatches. 	Student correctly identifies the buoyancy system used, correctly performs safety checks, and cleans access hatches efficiently.
2.0 Identify 5 or more safety features of the sailing dinghy being used. Demonstrate how they are fitted and used.	Student demonstrates knowledge of at least 5 safety features on his / her sailing dinghy.	At least 5 safety features are identified and correctly fitted and used.
2.1 Painter	Student ensures painter is attached to a strong point, or other rope is made available when towing.	Painter or other rope is attached securely, with correct knot, to appropriate strong point of boat.
2.2 Mast Restraint	The student ensures the mast is retained in boat in the event of a capsize. e.g. The stays may hold it or some other mechanical mechanism may be used.	Student correctly demonstrates method for retaining mast, appropriate to the class of the boat.
2.3 Centreboard Restraint	Student ensures centerboard will be restrained in the event of a capsize.	Student correctly demonstrates system for restraining centerboard, as appropriate for the class of the boat.
2.4 Bailer (As applicable)	Student ensures the bailer, if applicable, is tied onto the boat with a line long enough so that water can be bailed from both sides.	Student demonstrates the effective use of the bailer as applicable to the class of boat sailed.
2.5 Sheets and limiting knots	Student ties a limiting knot with figure 8 in the sheets to limit action as appropriate.	Student ties a figure 8 knot in the sheets to limit action as appropriate.
2.6 Rudder & Tiller Restraint	Student fits rudder and tiller with restraints in place.	Rudder and tiller restraints working effectively so that rudder does not fall off during capsize, tiller does not part from rudder, unless required.
3. Demonstrate the requirements and use of personal safety items for sailing a dinghy.		

3.1 Clothing etc	<p>Student dresses as appropriate for the class of dinghy and the weather conditions.</p> <p>Clothing might include Parka, Wetsuit, Thermals, Woolen jumper, hat, sun cream, sailing gloves, boots, sunglasses, shorts, rash vest.</p> <p>Jewelry should not be worn (small earrings excepted). Long hair should be tied back.</p> <p>Full water bottle on board.</p>	<p>Student's selection of clothing is appropriate for prevailing weather conditions and class of dinghy sailed.</p>
3.2 PFD's – Personal Flotation Devices: Life Jackets & Buoyancy Aids	<p>Student wears a correctly fitting PFD, (lifejacket or buoyancy aid) and explains the difference. A lifejacket floats the wearer on their back; a buoyancy aid does not.</p> <p>Life jackets are not suitable for dinghy sailing.</p> <p>Student knows the rules re the wearing of PFDs</p>	<p>Student selects lifejacket or buoyancy aid and ensures it is correctly fitted.</p> <p>The right size does not easily come off if the student lifts their arms up in the water.</p> <p>Student makes sure PFD is in good repair</p>
4. Student plans a sailing trip of up to 2 hours duration	<p>Plan a sailing trip taking into account the time available, tide, weather conditions & safety awareness.</p>	
4.1. Student assesses tide and weather conditions	<p>Student identifies location and duration of sailing trip of up to 2 hours duration considering weather and tide conditions, direction and distance.</p>	<p>Student identifies suitable location and duration of trip taking into account weather and tidal considerations</p>
4.2 Student identifies correct sails for the trip	<p>Student identifies suitable sails.</p>	<p>Student chooses correct sails for wind conditions.</p>
4.3 Checklists	<p>Student lists and organizes additional considerations e.g clothing, food, drink, first aid and communication options.</p>	<p>The items selected are appropriate for duration of the trip, considering weather and class of dinghy.</p>
4.4 Trip Report	<p>Student advises person ashore of intended plans.</p>	<p>Student correctly advises person ashore of intended plans.</p>

Unit 21930

Make Safety Preparations for Sailing a Keelboat

Course Information

Number	Title	Level	Credits
21930	Make safety preparations for sailing a keelboat	2	2

A course in which you learn the safety features of a sailing dinghy or keelboat, and some safe practices when sailing

You will be assessed towards the end of the course to record your knowledge of safety features of a sailing dinghy or keelboat and of various safety procedures involved with going sailing. The assessment will occur during an 'onshore or at dock' session. During this you will be expected to answer a number of questions relative to the type of boat you are using, as well as other general safety related questions.

The standard of competency required to achieve this standard is to be very conversant with the terminology used, to be very familiar with the various safety functions of the boat and procedures. You will be assessed relative to the equipment on the boat you are using and the procedures relative to either sailing dinghies or keelboats as appropriate.

You will be required to demonstrate your knowledge of the following:-

- Hazards on board a keelboat
- Appropriate and adequate clothing and equipment.
- Location and use of safety equipment –Harnesses, Life Jackets, Buoyancy aids, First Aid, Flares, Fire Extinguishers.
- Safe practices using boat's equipment Gas, Centre board controls.
- Correct Battery Protocols,
- The engine and its cooling system, fuelling, starting & stopping.
- Safe use of winches and cleats.
- Location and operation of emergency pump.
- The navigation lights on other vessels.
- Emergency signals.
- Plan a sailing trip of up to 12 hours duration.

Task	Evidence	Judgment
1. Demonstrate knowledge of the safety hazards on the boat.	Student identifies – slippery decks, sharp objects, objects which might catch fingers, hair or clothing – heavily loaded ropes – low boom.	Student correctly identifies at least 5 danger areas on the boat.
2. The student demonstrates the use of safety items needed in a keelboat.	Simulate use of personal safety equipment and explain the appropriate purpose of each.	
2.1 Demonstrate appropriate choice and use of clothing and equipment.	Student dresses for sailing. Clothing might include Wet weather gear, Wetsuit, Thermals, Woolen jumper, hat, sun cream, sailing gloves, boots, (no jandals), sunglasses, shorts, rash vest. Jewelry should not be worn (small earrings excepted). Long hair should be tied back. Sun cream is applied A full water bottle taken on board.	Student’s selection of clothing is appropriate for prevailing weather conditions. Student takes correct actions to avoid catching hair, dehydration, sun and wind burn.
2.2. Safety Harnesses	Student wears safety harness, correctly adjusted for body size. Harness is attached only to ‘Fixed’ points on the boat and is able to be released from the wearer’s end of the tether.	Student demonstrates correct use of safety harness and identifies suitable attachment points on boat.
2.3 PFD’s –Personal Flotation Devices – Life Jackets & Buoyancy Aids	Student wears correctly fitting lifejacket or buoyancy aid and explains the difference and when to use them. A lifejacket floats wearer on their back; a buoyancy aid does not. Life jacket is best used when just needing to stay afloat. Student is aware of rules governing the wearing of PFD’s.	Student correctly explains difference between lifejacket and buoyancy aid and their usage. Student selects correct sized lifejacket or buoyancy aid and has fitted it correctly. The right size does not easily come off if the student lifts their arms up in the water. The student knows the Rules
2.4 Flares	Student identifies where flares are stowed. Student describes a variety of types of flare and explains their purpose. - Red parachute - attract attention well out to sea. - Red handheld – pinpoint	Student gives examples of different types of flares on board and describes the circumstances in which each would be used.” The student identifies where the flares are kept.

	<p>position.</p> <ul style="list-style-type: none"> - White handheld – use in emergency when unable to give way to larger vessel. - Orange smoke – daytime pin point position. <p>Student is aware of dangers when using flares</p>	<p>Student explains possible risks when using.</p> <p><i>Hand Held Flares can set fire to PFD's, sails and other equipment in close proximity</i></p>
2.5 Fire Extinguishers	<p>Student locates and describes a variety of types of fire extinguishers and the use for each type on board.</p> <p><u>Hose</u> – wood, paper, textiles, plastic. Knows how to use pump & fittings</p> <p><u>Water filled</u> - wood, paper, textiles, plastic.</p> <p><u>Fire blanket</u> - wood, paper, textiles, plastic, flammable liquids.</p> <p><u>Multipurpose</u>- wood, paper, textiles, plastic, flammable liquids.</p> <p><u>Dry powder</u>- Flammable liquids.</p> <p><u>Foam</u> – Flammable liquids</p> <p><u>CO2</u> – Flammable liquids.</p> <p><u>Water Bucket</u> – wood, paper, textiles, plastic.</p>	<p>Student identifies where fire extinguishers are stowed in the boat and correctly explains the appropriate use of the extinguishers on board.</p> <p>Student identifies how the hose can be used.</p>
3. Explain proper care and use of gas appliances. (If applicable to boat sailed.)	<p>Student explains the proper care and use of gas appliances.</p> <p>E.g. Gas bottles should always be turned off when not in use.</p> <p>Appliances should be turned off when not in use.</p> <p>Appliances should be kept clean and free of flammable items.</p> <p>Flammable materials should not be stored near gas appliances.</p>	<p>Student correctly explains the procedures for use of gas appliances.</p> <p>Student demonstrates correct care and stowage of appliances.</p>
4. Locate the First Aid Kit and Life rings and stow ready for easy access.	<p>Student locates First Aid Kit and Life ring(s) and places them so that they can easily be reached in an emergency.</p>	<p>Student locates first Aid Kit and Life ring(s) and correctly stows them for easy accessibility.</p>
5. Explain proper care and maintenance of ships	<p>Student explains proper care and maintenance of batteries, including the</p>	<p>Student correctly explains procedures for the care and</p>

batteries. NOTE: It may be necessary to demonstrate onshore or on or around a keelboat that does have batteries.	charging process (alternator or generator). E.g. Batteries may be sealed or may need maintenance. Batteries should be isolated when boat is not in use.	use of the batteries.
6. Operate lifting centreboard (if fitted) from 'fully locked up' to 'fully locked down'. (If applicable to the boat sailed.)	Student operates the centerboard, using a suitable mechanical system. Locking systems are engaged when not being operated.	Student correctly raises and lowers centreboard in a safe manner, using correct stance to avoid injury. Student correctly engages locking systems.
7. Simulate the process for fueling the engine. Take appropriate care of fuel to avoid spillage. Stow re-fuelling equipment safely. (Systems will vary between out-board & inboard motors.)	Student follows procedures for fueling the engine. E.g. Add 2 stroke oil to fuel if required. Fill fuel tanks without spillage using funnel. Fuel is normally turned off when engine is not in use. Stow fuel cans safely. Wipe down any spillages.	Student correctly demonstrates a safe process for refueling the engine. Students correctly demonstrate how the fuel is isolated when engine is not in use. Student stows fuel cans away from heat and secure against falling. Students maintain clean working space around motor.
8. Explain how the engine is cooled and how to check for efficient operation and leaks. Demonstrate 'shut down' procedure. (Actions will vary between Outboard and Inboard motors.)	Student explains how the engine is cooled. E.g. Engines may be air cooled or cooled by fresh or salt water systems. Student checks for leaks. Student explains the process for checking it is working. Student shuts down cooling system when out of use. Student understands the warning signals	Student correctly explains how the boats cooling system works, how, if appropriate, the cooling system is turned on / off, and correctly demonstrates how to check the cooling system is working and not leaking. Student is aware of the warning signals for the motor – sound or light- and reacts correctly.
9. Demonstrate how to operate a selection of winches and cleats.	Student safely operates winches and cleats associated with halyards, mainsheet, jib sheet and other sail controls so that ropes do not slip or jamb.	The student correctly operates the winches and cleats the ropes without slippage, and in a safe manner.
10. Demonstrate how to use the Emergency Pump.	Student identifies the location of the emergency pump, and demonstrates its operation, including setting it up, as appropriate for the class of boat sailed.	Student identifies where the pump is located and correctly demonstrates how it is used.
11. Describe the navigation	Student describes the	Student correctly describes

lights on selected vessels.	navigation light patterns on: A yacht - red and green sidelights and white stern light. A small motor boat – white all round light. A large boat – red and green sidelights, a white stern light and a white masthead light. A tug with a tow - red and green sidelights with 2 white lights on the mast.	lights.
12. Student Demonstrates Emergency Procedures:		
12.1 Perform emergency signals – both by hand and radio.	Student knows the radio emergencies channels and demonstrates a “Mayday” call on radio – “Mayday Mayday Mayday this is the yacht ??? x 3 – message” Student demonstrates emergency hand signals, – repeatedly raising and lowering arms extended at sides.	Student uses correct radio procedure to make call. Student understands why VHF is preferable to a cell phone for emergency calls. Radio channels monitored 24/7. Student demonstrates correct emergency hand signals.
12.2 Use of Cell phones	Range may be limited. VHF is monitored at all times	Student explains safe storage of VHF and cell phones.
13. Plan a Sailing Trip of up to 12 hours duration.	Plan a sailing trip taking into account the time available, tide, weather conditions & safety awareness.	
13.1 Plan a daytime sailing trip of up to 12 hours.	Student obtains weather & tidal information & chooses a destination which affords sheltered & safe anchorage	Student assesses conditions and chooses a suitable and achievable destination.
13.2 The Course details	Student plots intended route on chart & identifies possible safety hazards including rocks, shallows, potential bad wave conditions, excessive or light wind conditions.	Student plots a course avoiding dangers and unpleasant conditions.
13.3 Checklists	Student lists and organizes additional considerations including suitable food, clothing, drink, first aid & communication options for extent of trip.	Student prepares appropriate list of provisions
13.4 Trip Report	Student notifies person ashore of all trip details	Student correctly advises shore base of trip details.

	including destination & estimated time of arrival.	
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Unit 21931

Demonstrate Knowledge of the Basic Principles of Sailing

Course Information

Number	Title	Level	Credits
21931	Demonstrate knowledge of the basic principles of sailing	2	3

A course in which you will learn the names and functions of the various parts of a sailing dinghy or keelboat, some details about the weather and some of the theory of sailing

This assessment schedule is to be used to record your knowledge of the names and uses of the parts of a sailing dinghy. It will also record your knowledge of weather and tides. It will also test your understanding of how the wind propels a sailing boat in different conditions and the basic Give way rules and speed restrictions. The assessment will occur during 'onshore' sessions during which you will be expected to complete a number of practical exercises relative to the boat you are using or have nominated.

The standard of competency required to achieve this standard is to be very conversant with the terminology used, to be familiar with the various functions of the parts of the boat. You will be able to, unaided, tie knots appropriate for the purpose for which they are to be used. You will also understand the forces applied to a boat when sailing and the correct settings for the sails. You will be familiar with the Give Way rules and speed restrictions.

This includes the following-:

- Obtaining weather forecasts from several sources and how this might affect the planned voyage.
- Be conversant with terminology
- Judging wind strength and direction.
- Tides.
- Identifying the parts of the boat and their functions.
- Identifying the parts of the rig of the boat and their functions.
- The correct sail settings for a variety of points of sail.
- The forces of wind and water which make a boat sail.
- How to tie 5 knots and their purpose.
- The Give way rules in accordance with the International Regulations for the Prevention of Collision at sea.
- The speed restrictions in accordance with the Maritime NZ Rules Pt. 91. .

Task	Evidence	Judgment
<p>1. Obtain weather forecasts from at least 4 sources.</p> <p>Quote the 'golden rule' relating to sailing in bad weather.</p>	<p>Student obtains weather forecasts from:</p> <ul style="list-style-type: none"> Commercial radio Special VHF radio service Coastguard Met Service Internet Weather-fax Newspapers TV <p>The Golden Rule is "If in Doubt, don't go out"</p>	<p>Student obtains correct weather forecasts from at least 4 sources.</p> <p>Student quotes Golden Rule correctly.</p>
<p>2. Judge the wind strength from the wave conditions.</p>	<p>Student uses wave conditions to judge the wind strength:</p> <p>Open sea guide-</p> <ul style="list-style-type: none"> Calm – sea like mirror. 1-3 kts – ripples, no crests. 4-6 kts – small wavelets crests don't break. 7-10 kts – Large wavelets, scattered white horses. 11-16 kts – Small waves – fairly frequent white horses. 17-21 kts – Moderate waves, many white horses. 22- 27 kts – Large waves, white foam crests, some spray. 28-33 kts – Sea Heaps up, white foam blown in streaks. 34- 40 kts – Moderately high waves, crests begin to break into spindrift. 	<p>Student correctly estimates wind strength in local surroundings, in a range of different conditions.</p>
<p>3. Determine wind direction.</p>	<p>Student determines wind direction, using appropriate methods:</p> <ul style="list-style-type: none"> - Windex. - Movement of clouds. - Movement of flags. - Movement of trees. - Movement of smoke. - Movement of waves. - Movement of gusts on water. - Areas of calm. - Observation of boats sailing. - Local NOWCAST on VHF radio. 	<p>Student correctly determines wind direction, in a variety of conditions, using at least five different methods.</p>
<p>4. Identify the state of the tide from 3 sources.</p>	<p>Student uses tide tables, weather sections of newspapers, VHF radio broadcasts as sources of tide information.</p> <p>Student explains 12 hour tidal sequence.</p> <p>Student uses, wet beach and current</p>	<p>Student identifies 3 sources of tidal information and describes the timing between high and low water.</p> <p>Student uses 3 sources of information to determine</p>

	movement as means of identifying state of the tide.	the state of the tide.
Either		
5a. Identify the parts of the boat and its rig – dinghy.	Student identifies parts of the boat: <ul style="list-style-type: none"> - Centreboard case or Centre Case - Centreboard - Foil - Rudder & Tiller - Bow. - Stern. - Gunwale. - Thwart. - Mast Step. - Gudgeons. - Pintles. - Cleat. 	Student correctly identifies 8 of the 12 parts of the boat, either from a diagram or as indicated on a boat. It is recognized that alternative names for some parts are widely used and answers which are correct in these terms are acceptable.
	Student identifies parts of the rig: <ul style="list-style-type: none"> - Mast.* - Boom.* - Sprit. - Peak. (Head of Tri-angular sail) - Tack of the Sail. - Clew of the Sail. - Throat. - Head. (Peak of Tri-angular sail) - Luff of the Sail..* - Foot of the Sail..* - Leech of the Sail..* - Outhaul.* - Boom vang.* (Kicker) - Cunningham. (Downhaul) - Mainsheet.* - Mainsheet blocks. (Pulleys) - Jib Sheet - Jib sheet blocks. (Pulleys) - Halyard.* 	Student correctly identifies all items marked * and at least 3 of the other parts of the rig. It is recognized that alternative names for some parts are widely used and answers which are correct in these terms are acceptable.
OR		
5b. Identify the parts of the boat and rig – keelboat.	Student identifies the parts of the boat: <ul style="list-style-type: none"> - Hull. - Keel - Foil - Bow. - Pulpit. - Transom. (Stern) - Rudder & Tiller. (Helm) - Cockpit. - Winch. - Stanchion. (Safety Rail support) - Headsail cars. (Jib sheet blocks) 	Student correctly identifies 8 of the 10 parts of the boat, either from a diagram or as indicated on a boat. It is recognized that alternative names for some parts are widely used and answers which are correct in these terms are acceptable.
	Student identifies the parts of the rig: <ul style="list-style-type: none"> - Mast.* - Boom.* - Forestay.* 	Student correctly identifies all items marked * and at least 3 of the other parts of the rig.

	<ul style="list-style-type: none"> - Backstay.* - Shrouds. (Side stays) - Spreaders. (Cross trees) - Mainsheet.* - Mainsheet Blocks – (Pulleys) - Mainsheet traveler. - Topping lift. - Mainsail.* - Headsail.* (Jib, Fore Staysail) - Head. (Peak of tri-angular sail) - Clew of Sail. - Tack of Sail. - Luff of Sail.* - Leech of Sail.* - Foot of Sail.* 	<p>It is recognized that alternative names for some parts are widely used and answers which are correct in these terms are acceptable.</p>
<p>6. Demonstrate the correct sail settings for various “Points of Sailing”.</p>	<p>Student demonstrates sail settings for each Point of Sail:</p> <ul style="list-style-type: none"> - Sailing Upwind. (On the wind) <ul style="list-style-type: none"> - On port tack. - On starboard tack. - Sailing Downwind. (Running) - Reaching. - Tacking. - Gybing. - Luffing up. - Bearing away. 	<p>Student correctly describes the setting of all sails during each point of sail or manoeuvre.</p>
<p>7. Explain the forces of wind and water on the sails and “foil” – Centreboard or keel - that combine to create forward motion of a boat.</p>	<p>Student explains how the pressure of wind passing over the sail(s) creates forward motion. Description includes how lift is generated, creating forward drive and sideways forces, that are resisted by the “foil” – centerboard or keel, creating the forward drive to move the boat.</p>	<p>Student correctly explains how a sail works to move the boat forward.</p>
<p>8. Tie 5 knots:-</p> <ul style="list-style-type: none"> • Reef Knot. • Bowline. • Stopper knot - Figure 8 / Double Overhand • Round turn and two half hitches. • Sheetbend. 	<p>Student ties knots and gives one example of where each knot may be used -:</p> <ul style="list-style-type: none"> Reef Knot. Bowline. Stopper knot - Figure 8 or double overhand Round turn and two half hitches. Sheetbend. 	<p>Student correctly ties knots and gives an example where they may be used.</p>
<p>9. Identify the basic right of way rules.</p>	<p>The student identifies the rights of way in various situations, as simulated, for the prevention of collisions in accordance with the International Regulations for the prevention of Collisions at Sea Power gives way to sail except ships</p>	<p>Student correctly identifies the Give Way Rules and the general ‘avoid collision’ rule.</p> <p>“The International Collision Regulations for the Prevention of Collisions at</p>

	<p>over 500 Tons in harbour waters and in Ferry and Shipping Channels..</p> <p>Power boat gives way to another on its starboard side.</p> <p>Keep to the Starboard side in channels.</p> <p>When sailing, a yacht on port tack gives way to a yacht on starboard tack.</p> <p>When sailing a yacht to windward gives way to a yacht to leeward.</p> <p>At all times avoid collisions regardless of who has right of way.</p>	<p>Sea” apply at all times.</p> <p>NOTE: The ISAF (The International Sailing Federation) Rules only apply between sailing boats <u>while racing</u>.</p>
<p>10. Identify the 4 basic speed restrictions.</p>	<p>The student identifies the basic speed restrictions which apply while on the water in accordance with Maritime Rules Pt 91.</p> <p>Boats must not exceed 5 knots when:</p> <ul style="list-style-type: none"> • Within 200m of the shore or a vessel flying code flag ‘A’. • Within 50m of another vessel. • Within 50m of a person in the water. <p>Unsupervised, you must be aged over 15 to operate any powerboat capable of exceeding 10 knots.</p>	<p>Student correctly identifies the 4 regulations.</p>

Unit 21932

Rig, Launch and Sail a Dinghy in up to 10 knots of Wind

Course Information

Number	Title	Level	Credits
21932	Rig, Launch and sail a dinghy in up to 10kts of wind	2	4

A course in which you learn to rig and sail a sailing dinghy.

You will be assessed from time to time during practical 'on water' sailing sessions. You will be required to:

- Demonstrate your ability to make steady progress in the task set.
- Demonstrate your knowledge of sail setting and body position appropriate to the point of sailing and the conditions.
- Demonstrate your ability to recover from a capsize and rescue a sailor from the water.
- Apply the basic Give Way rules when encountering other boats.
- Demonstrate ability to swim 50 metres in sailing gear including PFD.

The standard of competency required to achieve these tasks is that of a novice sailor. It covers the basic techniques of rigging, launching and sailing a small boat to the extent that you can carry out these tasks without supervision or assistance except for recovery and provision of a launching trolley, which may be carried out with the help of an assistant. You may also be assisted if the sailing dinghy is normally sailed by two people but in this case, you must take the role of helmsperson and skipper.

You will be required to demonstrate the following-:

- Correctly placing the dinghy on its launching trolley.
- Stepping the mast and attaching all running rigging, rudder and centerboard.
- Hoisting the sail(s) – not including any spinnaker
- Checking all safety features.
- Taking to the water's edge & Launching appropriately for prevailing weather & sea state.
- Getting into the boat and sailing off the beach, Marina or launching ramp in both onshore and offshore wind conditions.
- Demonstrating knowledge of, and the correct sail settings for various points of sail.
- Tacking and gybing on command.
- Recovery from being "in irons."
- Sailing up wind. Sailing downwind and Sailing around a triangular course
- Demonstrate bringing the boat to a stop and sailing backwards.
- Capsize and recovery
- Rescuing a sailor from the water.
- Using fundamental "Give Way" rules to avoid collisions with other boats.
- Returning to the beach and placing the boat on its trolley.
- De-rigging the boat.

Task	Evidence	Judgement
1. Student rigs a boat and prepares to launch.		
1.1 Prepares the boat for rigging	The student positions the boat on the launching trolley, with assistance if required, so that the boat is easily handled without causing it any damage. Boat is positioned bow towards the wind	Boat is centralised sideways. Wheels of trolley are not in contact with the hull or equipment. Boat is positioned bow to the wind.
1.2 Step mast and secure rig. As Appropriate for the Class.	Mast is lifted into the boat and placed onto the mast step. The student steps the mast and attaches all the standing rigging.	Correct body position taken to avoid injury. Mast is correctly positioned. Rigging is correctly attached.
1.3 Rig Mainsail & Jib As applicable to the Class of boat sailed--	The student fits the battens, feeds the mainsail onto the boom, attaches tack and clew, attaches the halyard, hoists the sail up the mast, connects the gooseneck. Attaches the jib halyard, attaches the tack, hoists sail and cleat halyard.	Sails are correctly attached to the boat, mast and sheets, as appropriate for the class. Battens are correctly fitted. Luff and foot tensions are correct for wind strength.
1.4 Attach control lines & fit rudder and tiller. (Some Classes require the boat to be launched before the rudder can be attached.)	The student attaches sheets and other control lines. The student attaches the rudder and tiller (if appropriate prior to launching for the class of boat sailed)	Sheets are correctly attached and rove through blocks, as appropriate for the particular class of boat. Stopper knots are correctly tied. Rudder and tiller are correctly fitted with all safety features in place. (If appropriate for the class sailed.)
1.5 Safety Checks	The student checks rigging and buoyancy, and ensures dinghy has a bailer and tow rope (If applicable) before launching. Check all safety items	Check ensures boat is rigged correctly and any necessary adjustments are made. Safety check ensures buoyancy, bailer and tow rope are all present and secured correctly as appropriate for the Class of boat sailed.
2. Launch the boat and sail away from the launching area	Techniques will vary depending on whether launching from a beach, marina or launching ramp.	

2.1 Launching	<p>The student takes the boat on its trolley to the water's edge and launches it into the water.</p> <p>(Rudder is fitted if not done previously.)</p> <p>(Before launching student will check trolley will be retrieved and secured by helper ashore.)</p>	<p>Boat is trailered bow towards the wind.</p> <p>Boat is launched safely, taking full account of the strength and direction of the wind and waves.</p> <p>Boat is launched and held bow to the wind, or bow to the waves if they are large enough, without the wind or waves knocking it over.</p>
2.2. Get into the boat and sail away from the launching area in breezes up to 10 knots.		
2.2 a) Offshore breeze	<p>(Offshore breeze) The student gets into the boat unassisted, pushes off from the beach, marina or ramp sets the rudder and sails the boat into deeper water, places the centreboard into the centreboard case.</p>	<p>The student entered the boat efficiently and appropriately for the conditions.</p> <p>Boat sailed away from the launching area without difficulty with the sails or waves, and without grounding.</p>
2.2 b) Onshore breeze	<p>(Onshore breeze) The student gets into the boat unassisted, sets the rudder and centerboard, pushes off from the beach, marina or ramp and sails the boat into deeper water.</p>	<p>The student entered the boat efficiently and appropriately for the conditions.</p> <p>Boat is sailed away from the launching area without difficulty with the sails or waves and without grounding.</p>
<p>3. Sail around a triangular course in winds up to 10 knots set up for approx. 5-10 minutes per circuit; Course should include obstacles such as other yachts or moored boats. Demonstrate correct tacking & gybing techniques, balance & trim & ability to hike, bail & avoid obstacles whilst sailing.</p> <p>NOTE: Bailing demonstrated if applicable to the boat sailed: Boats with false floors or</p>	<p>The student proceeds around the course, remaining under control, with a minimum of tacks and gybes with the sail(s) correctly set for each leg of the course.</p> <p>The student shows ability to anticipate collisions and to take avoiding action.</p> <p>The student demonstrates an ability to "hike" – feet under hiking straps, leaning body outwards. Student shows awareness of good balance and trim.</p> <p>Student simulates "bailing" while sailing - if appropriate – holds mainsheet and tiller</p>	<p>Student demonstrates correct sail setting for each leg, and makes steady progress.</p> <p>Each change of direction at the start of a new leg is carried out within 3 boat lengths of the marker buoy and the boat is promptly set up for the new point of sailing.</p> <p>Student completes course steering clear of all obstacles.</p> <p>Student demonstrates the skill of hiking, when wind strength requires, and good balance and trim when</p>

<p>are self-draining do NOT require bailing.</p>	<p>extension together, using the hand closest to the tiller, bailing with the other hand..</p>	<p>keeping the boat level.</p> <p>Student maintains control of the boat whilst bailing – if appropriate - and keeps a look out for other boats.</p>
<p>3.1 Tacking and Gybing will be executed smoothly and using the correct techniques.</p>	<p>Student shows ability to tack or gybe demonstrating correct balance and use of the tiller extension with the mainsheet.</p>	<p>Tacking and gybing are executed smoothly using correct technique with body movement, mainsheet and tiller extension.</p>
<p>3.2 Sail the boat efficiently at different “Points of Sail”.</p>	<p>The student sails the boat at various nominated Points of Sail.</p> <ul style="list-style-type: none"> • Upwind sailing - sail sheeted in. • Beam Reach - sail half sheeted in. • Broad reach - sail almost completely sheeted out. • Running – (Downwind sailing) - sail sheeted at approx 90°. • Recover from being in “Irons” <p>(Boat is “In Irons” when it has stopped bow to the wind and is moving backwards.)</p>	<p>The student correctly positions the boat relative to the wind direction and adjusts the sail(s) centerboard, and body position accordingly for each of the nominated points of sail.</p> <p>Student demonstrates recovery from “In Irons” by holding the tiller towards the sail and sheeting in. When sail stops luffing student will straighten tiller.</p>
<p>4. Rescue a person in the water and transfer person to another boat.</p>	<p>The student brings the boat to a stop alongside and rescues a person in the water.</p> <p>Rescued person is transferred to another boat.</p> <p>Student assists rescued person into second boat.</p>	<p>Student demonstrates sufficient control of the boat to carry out this manoeuvre safely.</p> <p>Boat approaches target upwind.</p> <p>Sheets are eased in advance. Jib may be backed to maintain control.</p> <p>Boat comes to stop with student within reach of target.</p> <p>Student maintains control of boat while retrieving person from water.</p> <p>Student approaches second boat on leeward side and comes to stop within reach of boat.</p> <p>Student maintains control of boat while assisting transfer of rescued person.</p>
<p>5. Sail the boat backwards</p>	<p>The student sails the boat</p>	<p>The student performs this</p>

in light to moderate wind conditions.	backwards for at least 15 seconds.	manoeuvre with control. Boat stops bow to wind. Mainsail held out against wind. Rudder used in reverse while maintaining backwards momentum. Body position prevents swamping.
6. Right a capsized dinghy.	Student swims around to centerboard and pulls themselves up onto it and leans on centerboard until boat comes up. Student climbs in over windward side of the boat and bails out the water while luffing the sail.	Student waits until boat turns bow to the wind before leaning on the centerboard. Student successfully rights boat and climbs onboard, without a further capsize. Student maintains control of boat while bailing – if appropriate - and maintains lookout for other boats.
7. Student demonstrates ability to swim 50 metres	Student swims 50 metres in sailing gear wearing PFD	Student demonstrates ability and confidence in the water
8. Return to the launching area and put boat on trolley.		
8.1 Return to the launching area. Techniques will vary depending on whether launching from a beach, marina or launching ramp.	The student sails the boat back to the launching area taking care to avoid the centerboard touching the ground. The student exits the boat and holds it at the water's edge bow to the wind and awaits trolley.	The student, at all times, demonstrates an understanding of the effect of the wind and waves on the boat and handles it appropriately to avoid swamping or damaging the boat and no-one is injured. Boat comes bow to the wind. Centreboard is raised before touching bottom. Rudder is raised if possible. Student gets out of the boat before it grounds and holds boat bow to wind or bow to waves as most appropriate.
8.2 Boat is placed on the trolley and taken ashore.	Whilst keeping the boat bow to the wind and, with assistance, the boat is loaded on to the trolley. Sails may be removed to aid retrieval before placing boat on the trolley.	Boat is placed on trolley and taken ashore keeping the bow towards the wind. The Student may remove sails before placing on the trolley to remove the effect of the wind.
9. Boat is re-rigged and stowed.	Student de-rigs the boat, washes down and packs all equipment away, folds and stores sails, and leaves boat	Student de-rigs boat, without causing any damage, packs boat and equipment away so it is correctly

	tidy and dry.	stowed, ready for re-use.
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Carry out Basic Sailing and Seamanship Activities as a Crew Member on a Keelboat

Course Information

Number	Title	Level	Credits
21933	Carry out basic sailing and seamanship activities as a crew member on a keelboat	2	4

A course in which you learn to rig and crew on a keel boat.

You will be assessed from time to time during practical 'on water' sailing sessions. You will be required to demonstrate your ability to take any crewing role on the boat. You will be expected to be familiar with the equipment on the boat you are using and to answer questions related to it.

The standard of competency required to achieve these tasks is that of a novice crew. It covers the basic techniques of preparing to go sailing, rigging and sailing a keelboat to the extent that you can carry out these tasks as a member of the crewing team under the direction of the skipper.

You will be required to demonstrate the following-:

- Prepare the boat ready to hoist the sails.
- Check the motor prior to sailing.
- Hoist the sails.
- Efficiently crew in key positions on the boat.
- Trim the sails appropriately.
- Select the correct sail for the prevailing conditions.
- Change a headsail whilst underway.
- Reef and take out a reef in the mainsail while underway.
- Actively participate during a man overboard simulation.
- Demonstrate knowledge of the basic rules for prevention of collisions and speed restrictions.
- Helm a boat in open water under both power and sail, under supervision.
- Anchor the boat safely.
- Use a rowing dinghy to access the boat.

Task	Evidence	Judgment
<p>1. Prepare boat ready to hoist sails, arrange all sailing equipment, safety gear, and navigation equipment ready for use. Start motor.</p> <p>Techniques will vary whether sailing from marina, mooring or launching ramp.</p>	<p>Student prepares boat for sailing:</p> <ul style="list-style-type: none"> • Unlocks boat. • Removes covers. • Turns on power, gas, etc. • Stows safety equipment ready for use., including lifejackets, safety harnesses, navigation equipment, fire extinguishers and first aid kit. • Reeves sheets. • Selects headsail ready for hoisting. • Fits mainsail battens – if applicable. • Fits main to boom and attaches tack and clew. • Takes up topping lift. • Attaches halyard. • Checks ropes are clear of propeller. • Checks fuel level, starts motor and checks cooling, oil pressure and alternator gauges. Stops motor. • Prepares mooring ropes for release. 	<p>Student completes all preparations correctly and efficiently.</p>
<p>2. Helm boat under power and sail in open water, whilst supervised by the skipper.</p> <p>Demonstrate knowledge of the Give Way rules</p>	<p>Student helms boat under power under instruction, to come to a stop alongside floating object.</p> <p>Observes Give Way rules in accordance with the “International Regulations for preventing Collisions at Sea”.</p> <p>NOTE: The ISAF (The International Sailing Federation) Rules only apply between sailing boats <u>while racing</u>.</p> <p>Student helms boat under sail under instruction, on various points of sail, and brings boat to a stop alongside floating object. Observes Give Way rules</p>	<p>Student correctly follows instructions and stops within 1.0m of a floating object. Observes give way rules if other vessels are encountered.</p> <p>Student correctly follows instructions keeping the wind at appropriate angle for close hauled, on a reach, and on a run, and stops within 1.0m of a floating object. Observes give way rules if other vessels are encountered.</p>
<p>3. Select mainsail, reef option and headsail to suit various conditions.</p> <p>Hoist sails ready to sail.</p>	<p>Student selects sail combination having assessed wind and tide conditions for proposed trip.</p> <p>Student identifies combinations for wind strengths 5, 10, 15, 20 and 25 knots.</p> <p>Boat should be head to wind.</p> <p>Use halyards & winches to raise sails.</p> <p>Halyards cleated off.</p>	<p>Sailor chooses appropriate sail combinations.</p> <p>Student identifies suitable combinations of main /reef and headsail for all five wind strengths. Sails are raised to full height without catching unless reefed. Winch used to tighten halyards and cleated off at correct tension.</p>
<p>4. Take the position of each crew member in turn.</p>	<p>Boat sails an extended figure of eight course and includes a change of headsail.</p>	

<u>4.1 Mainsheet hand</u>	Sheets mainsheet and adjusts traveller for each leg of course in conjunction with helmsman.	Mainsail is correctly trimmed, using woollies, for each point of sailing, and through tacks and gybes.
<u>4.2 Headsail trimmer</u>	Sheets head sail for each leg of course.	Head sail is correctly trimmed for each point of sailing, and through tacks and gybes.
<u>4.3 “Keyboards” (If Applicable)</u>	(Not all keelboats use this system) Operates halyards and cleats, as required, during sail adjustments.	Student carries out functions promptly and efficiently, as requested.
<u>4.4 Foredeck hand</u>	Clears headsail and sheets for each leg of course, and during tacking and gibing. Carries out headsail change: Un-hank bottom hank on current sail. Hank on new sail. Take windward sheet of current sail and attach to new sail. Change position of headsail car. Drop current sail, un-hank and secure. Attach halyard to new sail. Tack the boat and hoist new sail. Attach remaining sheet to new sail.	Headsail snags are quickly cleared. Moves across boat and takes up correct position so that boat is correctly balanced. Student carries out each function of the sail change without supervision.
5. Reef and Un-reef the Mainsail.		
5.1 Take a role assisting with putting a reef in the mainsail.	Student assists with reefing the main: <ul style="list-style-type: none"> • Ease mainsheet and vang. • Tighten topping lift • Lower halyard until reef cringle can be put on bullhorn. • Place reef cringle on bull horn • Re-tighten halyard. • Tension reef line until reef is down to boom. • Release topping lift. • Sheet on mainsail. • Tighten boom vang. • Tidy up keyboard area. 	Reef is correctly and efficiently set in mainsail.
5.2 Take a role assisting with taking a reef out of the mainsail	Student assists with reefing the main: <ul style="list-style-type: none"> • Ease mainsheet and vang. • Tighten topping lift. • Ease halyard until reef cringle can be taken off bullhorn. • Take reef cringle off bull horn. • Release reef line. • Re-hoist halyard. • Release topping lift. • Sheet on mainsail. • Tighten boom vang. • Tidy up keyboard area. 	Reef is correctly and efficiently removed from the mainsail.

6. Take an active role during 'Man Overboard' – simulation.	<p>Call "Man overboard": (MOB)</p> <ul style="list-style-type: none"> • Crew member appointed to act as spotter. • Throw life ring. • Helmsman puts boat onto a beam reach. • Sails to approx. 8 boat lengths away and tacks backing the jib if required. • Ask spotter to call. • Direct helmsman so as to sail below MOB. • Order "Ease sails". • Ask helmsman to round up towards MOB. • Pick up MOB on appropriate side using boat hook or a rope. <p>Observe caution when using a boat hook!</p>	<p>Student performs the role allocated with accuracy so that boat comes alongside MOB and stops.</p> <p>Jib is held against the wind to assist tack.</p> <p>MOB efficiently and safely brought back on board.</p> <p>Student will act with caution when using a boat hook.</p>
7. Select an anchoring site suitable for conditions and guide helmsman to correct position.	<p>Student selects suitable safe anchoring site by consulting chart and tide table and weather forecast.</p> <p>Student guides helmsman to site.</p>	<p>Student allows for depth of keel, tide, wind and other boats.</p>
7.1 Lowers anchor.	<p>Student supervises and carries out the anchoring of the boat after checking depth.</p>	<p>Student lays out chain (or chain and warp) allowing for a 3:1 depth ratio.</p>
7.2 Weighs and stows anchor	<p>Raises, stows and secures anchor using windlass if available. Cleans deck.</p>	<p>Raises anchor using safe techniques.</p> <p>Student stows anchor correctly and cleans deck.</p>
8. Swim 50m.	<p>Student demonstrates ability to swim 50m in sailing gear including a PFD.</p>	<p>Student demonstrates confidence & ability</p>
9. De-rig, stows and pack away boat following sailing.	<p>Student assists with folding and stowage of sails. Student stows safety, navigation sailing and other equipment. Cleans, washes down and tidies boat and replaces covers and hatches. Pumps bilges dry.</p> <p>Checks Battery, Fuel and Gas turned off.</p>	<p>Student correctly de-rigs the boat, and packs equipment into correct stowage. Cleans and tidies and dries the boat.</p>
10. Use a rowing dinghy to access keelboat.	<p>Student manoeuvres rowing dinghy from shore to waiting yacht, by rowing and paddling and by outboard motor if fitted.</p> <p>Student boards yacht and secures dinghy for towing using a long painter for heavy dinghy and a short painter for inflatable.</p>	<p>Student demonstrates balance entering dinghy.</p> <p>Student makes efficient way paddling and rowing.</p> <p>Student operates outboard motor safely.</p> <p>Student attaches dinghy with correct length of painter for type of dinghy</p>

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Which NZQA / NCEA Level 2 Sailing Units have you studied? (Please check as many as apply)

Unit 21929: Dinghy Safety (2 Credits)	<input type="checkbox"/>	
Unit 21930: Keelboat Safety (2 Credits)	<input type="checkbox"/>	Total Number of
Unit 21931: Basic Principles (3 Credits)	<input type="checkbox"/>	Credits
Unit 21932: Dinghy Sailing (4 Credits)	<input type="checkbox"/>	<input type="text"/>
Unit 21933: Keelboat Crewing (4 Credits)	<input type="checkbox"/>	

The cost of processing an NZQA credit report is \$7.00 per credit + GST.

i.e. Unit 21929 = 2 Credits

Unit 21931 = 3 Credits

Unit 21932 = 4 Credits

Total = 9 Credits (9 x \$7.00 = \$63.00 + GST)

If you do not have an NSN Number NZQA will need to assign you one. This may incur a one off additional fee and may need to be included in your payment to Yachting New Zealand.

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