Narrowboating Scheme

WE DISCOVER, WE GROW
Girlguiding

Registered charity number 306016

Useful information

Name:

Membership number:

Address:

Telephone:

Email:

County Water/Boating Adviser:

Address:

Telephone:

Email:

County Outdoor Activities Adviser:

Address:

Telephone:

Email:

Country/Region Water/Boating Adviser:

Address:

Telephone:

Email:

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Introduction

Welcome to the Girlguiding Narrowboating Scheme.

Taking girls out on narrowboats, whether for a day trip or a residential, is a great adventure. It is a popular activity for many members of Girlguiding because Girlguiding Countries, Regions and Counties across the UK own narrowboats. This scheme aims to ensure that narrowboating activities are undertaken safely, and to enable more girls and young women to have a fantastic opportunity.

The Girlguiding Narrowboating Scheme involves theoretical and practical training and assessment. It comprises three modules that cover safety, boat handling and taking girls afloat.

These three modules cover taking groups afloat on canal waters. To be able to take groups on river and/or tidal waters, candidates must complete Module 4 as well. If units would like to use other types of powered boats, such as river cruisers, or cruisers on tidal waters, they need to hold the relevant Royal Yachting Association (RYA) qualifications (see 'Further resources', page 32).

This resource is designed to support you through each module and for recording your progress throughout. The Narrowboating Scheme has a competence-based approach – you need to demonstrate what you can do, as well as what you know. This approach enables any boating experience and achievements you already have, both from within and outside guiding, to be recognised.

Who can do the training and take the qualifications?

Members of The Senior Section, Leaders and any other interested adults (including non-members) can take part in the scheme. If you have any additional needs, please speak to your Commissioner or appropriate Adviser about how you can best be supported. Assessment for a qualification may not take place until the candidate has reached her 18th birthday.

All persons taking part in guiding activities must agree to abide by the Girlguiding Safety and Safeguarding Policy, further details of which are available on our website at **https://www.girlguiding.org.uk/information-for-volunteers/policies/safeguarding-policy/**.

Is the Girlguiding Narrowboating Scheme externally recognised?

The RYA, the governing body in the UK for all forms of boating under power or sail, does not recognise external schemes. Neither does the National Community Boats Association (NCBA), a UK waterways charity supporting a network of community boat organisations, including providing training in community boat management.

Therefore, your Girlguiding qualification will not be recognised by the RYA or NCBA. However, if you wish to complete the RYA's or NCBA's qualifications, your prior learning through the Girlguiding scheme would very much support your learning for their qualifications. Do contact the RYA or NCBA (see contact details on page 32) to find out more about opportunities to take external boating qualifications.

What qualifications do I need to take Girlguiding members out on boats?

Girlguiding members must hold Modules 1 to 3 of the Girlguiding Narrowboating Scheme to be able take a group afloat on a narrowboat on canals. To take girls afloat on river or tidal waters they must hold Module 4 in addition.

Alternatively, they must hold one of the following qualifications:

- NCBA Trainer
- RYA Inland Waterways Instructor.

Other relevant training opportunities

Girlguiding has a number of other training opportunities which are related to this scheme.

Going away with scheme is the Girlguiding qualification for taking girls away on residential events. This is a flexible qualification which allows Leaders to gain the appropriate qualification depending on the type of residential they are planning. This scheme is open to members who have completed the Leadership Qualification, and currently hold an active role as a Leader, Commissioner or Adviser. If you are taking girls

away on a boat for a night or more you will need someone in your Event Leadership Team who holds or is working towards the relevant Going Away With Scheme modules.

The **Water Safety Training Module** is designed to help candidates develop their knowledge and confidence doing activities with girls in and around water.

For more information about these and other Girlguiding development opportunities, see 'Further resources' (page 32) and contact your local Outdoor Activities Adviser.

Where to start

Your first step is to talk to your local Commissioner and let her know that you are interested in completing the Narrowboating Scheme. She will then put you in touch with the relevant Water/Boating Adviser.

Everyone starts the scheme with different experience, skills and knowledge gained within or outside guiding.
Your Adviser will have knowledge of the Narrowboating Scheme and will:

- help you to review your experience and skills in this area
- help you to plan ahead based on your training needs and the available trainings and opportunities for you to gain experience
- maintain contact with you to monitor your progress
- provide general support and guidance as you progress through the scheme.

Training and assessment

Having notified your local Commissioner and made contact with your local Water/Boating Adviser, the next step is usually to attend a Girlguiding narrowboating training. Your County Water/Boating Adviser or County Outdoor Activities Adviser will help you do this. The training course will cover the syllabus as detailed in this resource relevant to the craft that you are training on.

Following training, you may need to gain further experience before you are ready to be assessed. Speak to your Trainer and Adviser about local opportunities to gain experience.

When you are ready to take your qualification the assessment will consist of four requirements.

- Modules completed and signed off by an Assessor.
- Review of your logbook detailing your boating experience.
- Appropriate current first aid qualification (minimum six hours of training).
- An assessed boat trip, part of which you will lead.

Do take every opportunity during training and on outings to gain experience to practise and develop your skills. Ask for feedback from other adults that you may be taking on boats while doing so.

What evidence do I need to collect?

From the beginning, you will need to keep notes of discussions and planning as well as copies of paperwork as you work through this scheme. It is a good idea to keep any evidence in a small folder and add to it as you go along. This might include a practice route plan from a training session or notes from a discussion with your Water/Boating Adviser. These will all provide evidence of your abilities. You do not need to rewrite or type anything; original notes made during a telephone conversation or meeting are acceptable evidence. This resource also includes space to make notes of your progress.

It is useful to number each item of evidence as you collect it. This will help you keep everything in order and provide reference numbers for the relevant record pages in this resource. You do not need separate evidence for each element. A record of a route planning discussion for example can provide evidence for several elements – just add its reference number to the 'Ref no' section of each element you use it for.

When you have completed all three modules, your evidence folder and this scheme record will be sent to the Verifier. They will be returned to you in due course and can then become your personal 'narrowboating handbook' for the future.

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Assessment and qualification

Evidence of your skills and competence will be assessed in a variety of ways including by:

- observation
- records
- photographs
- discussion
- questioning.

For each element, you should indicate the method of assessment and the reference number for any relevant evidence, and then it should be signed by an appropriate person. When all the elements of the three modules have been signed off, your Assessor will sign to confirm that the scheme has been completed. The Assessor will then send your scheme record and accompanying evidence folder to the Girlguiding Technical Adviser for Narrowboating, who is the Verifier for the scheme. The Verifier will check that each part of the scheme has been signed off by an appropriate person and that your evidence folder includes everything that is listed in the records.

The Verifier will then inform you that you have completed your qualification and your local Commissioner will present you with your Narrowboating Scheme certificate and badge. Your qualification is now complete and will be added to your Go! record by a member of staff at Girlguiding Headquarters.

Your qualification is valid for three years. To find out how to renew it, see 'Renewal of qualification' on page 25.

Is there an appeals procedure?

If a decision is made that you do not agree with, it is important that you try to resolve this with your Assessor. If a resolution is not reached, you have the right to appeal to your County Outdoor Activities Adviser.

If a resolution is not found with your County Outdoor Activities Adviser, you should register an appeal in writing with your Country/Region Office within one month of the Outdoor Activities Adviser's decision.

Accrediting prior experience

Girlguiding is committed to recognising all prior skills and knowledge, so if you have any relevant experience you should discuss this with your Trainer or Assessor. You might have experience of boating socially or with another organisation, for example, that may allow you to get part of the scheme assessed and signed off.

You can get accredited for Modules 1 and 2 of the Narrowboating Scheme if you hold and can provide evidence to your Assessor of either of the following external qualifications:

- Royal Yachting Association (RYA) Inland Helmsman's Course
- National Community Boats Association (NCBA) Certificate in Community Boat Management.

However, to complete the scheme, you will still need to complete Module 3 on taking girls on the water.

If you hold other external boating qualifications, speak to your Water/Boating Adviser or contact the Girlguiding Adventure team (**adventure@girlguiding.org.uk**) for clarification on which, if any, modules of the scheme you may get accredited for.

Girlguiding welcomes members who hold RYA Instructor qualifications or NCBA Trainer qualifications to support the scheme through Trainer/Assessor roles. Please see Appendix 1, page 26, for more details.

Further information for candidates

Girlguiding has a structure that provides support for all candidates. If there is no Adviser or Commissioner available locally, please contact the Division or County Office for advice. If at any stage you require further support you should discuss this with your Adviser or Commissioner, or contact **learning@girlguiding.org.uk**.

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Sample module page

Element 1b

Crew safety

How do I achieve this?	Method of assessment	Ref no	Signature(s)
i) **Ensure your group members are wearing the right personal safety equipment and that they are correctly fitted.**	*i) Carried out personal safety briefing including equipment check*	*6*	*Jane Brown (Assessor)*
ii) **Explain relevant Man Overboard (MOB) procedures.**	*ii) See general MOB procedure flowchart created for Guides' visit on boat*	*2*	*Sandra Cove - Guide Leader*
iii) **Identify local hazards including locks, weirs and other water users, and how to manage risks associated with them.**	*iii) Read RYA book on safety around locks and demonstrated on course safe handling of lock*		*Helen Davis (Trainer)*
iv) **Explain how weather conditions such as thunderstorms may affect planned activity.**	*iv) Demonstrated knowledge of how weather conditions affected boating with Trainer*		*Helen Davis (Trainer)*
v) **Explain techniques for group control on board and the importance of adult-to-child ratios.**	*v) Checked in The Guiding Manual for ratios*		*Sandra Cove - Guide Leader*
vi) **Demonstrate knowledge of leptospirosis, the risks associated with it and how to manage them.**	*vi) Looked up on Google and made notes*	*3*	
vii) **Complete a relevant first aid qualification, minimum of First Response or equivalent.**	*vii) First aid certificate*	*9*	

Helpful notes iii) For local hazards and closures affecting your journey, see the Canal and River Trust website (**www.canalrivertrust.org.uk**) for up-to-date information.

iv) Consider how weather conditions affect the particular areas you are boating in, and how different geographical features will affect conditions.

v) Consider how adult-to-child ratios are relevant to the crew's safety and why they are important.

vii) The Girlguiding website provides information on accepted first aid qualifications and guidance on what a relevant first aid qualification should cover.

Discussion notes

Discussed with Helen (Trainer) how Man Overboard procedures differed if location of MOB was in a lock. Purchased RYA Inland Waterways Handbook for reference.

Module 1 Safety on a boat

Element 1a

Prerequisite: Before starting module 1, read through the Boating Safely Section of the Boater's Handbook **https://canalrivertrust.org.uk/boating/go-boating/a-guide-to-boating/boaters-handbook**

Boat safety

How do I achieve this?	Method of assessment	Ref no	Signature(s)
i) Identify suitable clothing and check availability of personal safety equipment.	*i)*		
ii) Show how to check that your boat and its equipment are safe to use.	*ii)*		
iii) Assess and manage the risks of the boating activity.	*iii)*		
iv) Demonstrate knowledge of where to obtain a weather forecast.	*iv)*		
v) Demonstrate knowledge of how different heights/flows of water will affect your activity.	*v)*		
vi) Explain how to call for help and what to do in an emergency.	*vi)*		
vii) Show how to use on-board utility equipment afloat.	*vii)*		
viii) Demonstrate knowledge of different types of rescue aids and their uses.	*viii)*		

Helpful notes

i) When discussing kit, consider different weather conditions, times of year, and the make-up of the group you are taking on the water. Consider also how to ensure the activity is accessible. Personal safety equipment may include buoyancy aids/life jackets.

ii) *The Boater's Handbook* and the Boat Safety Scheme (**www.boatsafetyscheme.org**) provide information on boat safety checks. Consider gas, electricity and water supplies and the equipment used in connection with them (eg cookers, heaters, fridges, water tanks).

iii) A Girlguiding risk assessment template which you can use to record your risk management of the boating activity is available from **https://www.girlguiding.org.uk/globalassets/docs-and-resources/safeguarding-and-risk/risk-assessment-template.pdf**. Discuss what measures you will take to mitigate risk, such as a safety briefing and keeping the roof tidy.

vi) Include an emergency action plan. The emergency action plan should include the following: nearest access points to emergency services, nearest hospital, and emergency contact information for everyone on the boat.

vii) On-board utility equipment can include gas and alarms.

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Element 1b

Crew safety

How do I achieve this?	Method of assessment	Ref no	Signature(s)
i) Ensure your group members are wearing the right personal safety equipment and that they are correctly fitted.	*i)*		
ii) Explain relevant Man Overboard (MOB) procedures.	*ii)*		
iii) Identify local hazards including locks, weirs and other water users, and how to manage risks associated with them.	*iii)*		
iv) Explain how weather conditions such as thunderstorms may affect planned activity.	*iv)*		
v) Explain techniques for group control on board and the importance of adult-to-child ratios.	*v)*		
vi) Demonstrate knowledge of leptospirosis, the risks associated with it and how to manage them.	*vi)*		
vii) Complete a relevant first aid qualification, minimum of First Response or equivalent.	*vii)*		

Helpful notes iii) For local hazards and closures affecting your journey, see the Canal and River Trust website (**www.canalrivertrust.org.uk**) for up-to-date information.

iv) Consider how weather conditions affect the particular areas you are boating in, and how different geographical features will affect conditions.

v) Consider how adult-to-child ratios are relevant to the crew's safety and why they are important.

vii) Contact **learning@girlguiding.org.uk** for information on accepted first aid qualifications and guidance on what a relevant first aid qualification should cover.

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Element 1c

Environment

How do I achieve this?	Method of assessment	Ref no	Signature(s)
i) Explain how to behave courteously and responsibly while afloat.	*i)*		
ii) Discuss the roles of the relevant agencies, including the Environment Agency, Canal and River Trust or Scottish Canals, and Maritime and Coastguard Agency.	*ii)*		
iii) Discuss issues of access and bank ownership.	*iii)*		
iv) Discuss how to use the water safely in terms of water conservation and lock sharing.	*iv)*		
v) Discuss the effects of pollution and rubbish on the environment, including vegetation.	*v)*		
vi) Discuss the effects of speeding and its damage to the environment.	*vi)*		
vii) Explain the common signs used on inland waterways.	*vii)*		

Helpful notes

i) Responsible behaviour includes understanding the environmental effects of wash on banks and other craft. ***The Boater's Handbook*** and Canal and River Trust provide information on behaviour afloat, signs, access and bank ownership.

ii) For more information about lock sharing, read page 24 of the Boater's Handbook. **https://canalrivertrust.org.uk/media/library/141.pdf**

Module 1 can be signed off on page 23.

Discussion notes

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Module 2 Journey planning and boat handling

Element 2a

Journey planning

How do I achieve this?	Method of assessment	Ref no	Signature(s)
i) Demonstrate an understanding of the current requirements for relevant activities in the *A to Z of Activities* and their relevance to journey planning.	*i)*		
ii) Plan a journey, taking into account services and features on the way.	*ii)*		
iii) Explain actions to take in the event of mechanical breakdown and similar unforeseen events.	*iii)*		
iv) Explain other considerations on your journey including mooring and locks.	*iv)*		

Helpful notes

ii) There is a range of considerations you need to take into account when planning a journey, including the time available, weather, activities available and the profile of the group you are taking. Plot what services are available, including water and rubbish disposal points, sanitary stations, fuel depots and shops.

iii) In the event of mechanical breakdown, consider how responsibilities might vary with different boat owners, for example for boats owned by Girlguiding compared with privately hired boats.

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Element 2b

Craft knowledge

How do I achieve this?	Method of assessment	Ref no	Signature(s)
i) Demonstrate the checks carried out before starting the engine.	*i)*		
ii) Demonstrate the correct engine start-up procedure.	*ii)*		
iii) Demonstrate turning off the engine correctly and any subsequent related procedures.	*iii)*		
iv) Show how to clear the propeller of any weeds or debris.	*iv)*		
v) Demonstrate an understanding of different craft types, lengths and their uses, including different types of narrowboats and what the scheme covers.	*v)*		

Helpful notes

Discuss how boats may differ in all these respects, and where you would find information about engine start-up procedure and the importance of a recce.

i) Checks may include looking at the battery, water (if a water-cooled engine), oil and diesel levels, the stern gland and the bilge pump.

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Element 2c

Practical boat handling

How do I achieve this?	Method of assessment	Ref no	Signature(s)
i) Untie the craft and leave the bank or mooring.	*i)*		
ii) Bring the craft alongside the bank or jetty with and without springs.	*ii)*		
iii) Moor and tie off the boat.	*iii)*		
iv) Demonstrate or discuss the effects of wind, bends, overhanging trees and passing craft, and how to deal with these.	*iv)*		
v) Tie and demonstrate useful knots and when to use them, including a round turn and two half hitches.	*v)*		
vi) Demonstrate knowledge of locks and their dangers.	*vi)*		
vii) Demonstrate how to operate a lock safely.	*vii)*		
viii) Demonstrate how to negotiate bridges and other canal/river features.	*viii)*		
ix) Demonstrate how to turn the boat.	*ix)*		
x) Explain signs, buoyage and other water marks and regulations en route.	*x)*		
xi) Discuss canal etiquette.	*xi)*		

Helpful notes

iii) Tying up may include use of mooring rings, a jetty, bollards and mooring stakes, and the safe use of a gangplank.

vi) Include a discussion of how to share locks with fibreglass boats.

ix) Waterway features may include narrow and wide locks, tunnels, swing bridges, traffic lights and weirs. If any features are not encountered, the candidate should explain the appropriate action to take (with the exception of locks, which must be covered practically).

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Element 2d

Emergency procedures

How do I achieve this?	Method of assessment	Ref no	Signature(s)
i) Throw an unweighted line to reach a person 8 metres away and to a person 2 metres above.	*i)*		
ii) Demonstrate Man Overboard procedures.	*ii)*		
iii) Demonstrate the use of a long pole and other techniques to free the boat if it has run aground.	*iii)*		
iv) Demonstrate an emergency stop.	*iv)*		
v) Demonstrate a fire drill and boat evacuation.	*v)*		
vi) Explain emergency actions for problems when using locks.	*vi)*		

Helpful notes

ii) Demonstrate Man Overboard by using a lifebuoy or similar in the water. Consider how different conditions and hazards would affect how you carried out these procedures.

vi) Consider specific dangers of locks. What is the importance of the cill? What would you do if someone fell in while navigating a lock?

Module 2 can be signed off on page 23.

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Discussion notes

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Module 3 Plan to take groups afloat safely

Element 3a

Supervising girls afloat

How do I achieve this?	Method of assessment	Ref no	Signature(s)
i) Demonstrate understanding of your duty of care for others on board and the parameters and limitations of your role and others in the team.	*i)*		
ii) Explain the need to be able to carry out a Man Overboard rescue or instruct others to do so.	*ii)*		
iii) Demonstrate an awareness and understanding of Girlguiding regulations in *The Guiding Manual*, including adult-to-child ratios, guidelines for relevant boating activities, and rules for taking members able to and not able to swim afloat. Explain where to find this information.	*iii)*		
iv) Explain the risks associated with taking girls afloat and how to manage them.	*iv)*		
v) Explain how the Girlguiding water classification in *The Guiding Manual* works. Explain how it is relevant to your boating activity.	*v)*		
vi) Show water safety knowledge including the content of the Girlguiding Water Safety Training Module.	*vi)*		

Helpful notes

ii) Discuss the importance of knowing your own capabilities and those of other crew members, and why you need to carry out a risk assessment according to the abilities of the crew.

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Element 3b

Instructing girls afloat

How do I achieve this?	Method of assessment	Ref no	Signature(s)
i) Introduce and demonstrate the following to the crew: a) steering b) steering on bends c) changing gear d) stopping the boat.	*i)*		
ii) Explain the responsibilities of the Leadership Team, girls and other crew members on board, including who is responsible for safety.	*ii)*		
iii) Discuss challenging behaviour afloat, and how to manage it.	*iii)*		
iv) Discuss programme ideas and suggest activities suitable for different sections while afloat.	*iv)*		

Element 3c

Overnight adventures

How do I achieve this?	Method of assessment	Ref no	Signature(s)
i) Discuss and demonstrate an awareness of residential requirements when staying afloat, including: a) Going Away With Scheme b) Event Team roles c) regulations in *The Guiding Manual* to comply with d) forms.	*i)*		
ii) Discuss suitable accommodation and facilities for groups.	*ii)*		
iii) Discuss where and how to access boats, including boats owned by other organisations.	*iii)*		

Helpful notes

ii) Consider how to accommodate members aged over and under 18, and male volunteers.

iii) The NCBA is a useful place to start (**www.national-cba.co.uk**).

Module 3 can be signed off on page 23.

Discussion notes

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Module 4 (optional)

Taking groups afloat on rivers or canals with currents

Before beginning this module, be sure to carefully read through the guidance on rivers and tidal waters (Appendix 4) as well as guidance on using an anchor (Appendix 5) located at the end of this manual.

How do I achieve this?	Method of assessment	Ref no	Signature(s)
i) Safety on a boat - Demonstrate know of currents and their effects by discussing the following: a. Awareness of rise and fall of water b. Flow and weirs	*i)*		
ii) Journey planning - Explain the effect of the current on your journey including bridge negotiation and what to do in a strong stream.	*ii)*		
iii) Boat handling - Discuss the effects of currents and how the following situations would be carried out in an area of water impacted by currents : a) Queuing at locks b) Man overboard b) Anchor use (guidance found in Appendix 5)	*iii)*		
iv) Demonstrate the following maneuvers. If it is not possible to do so safely, discuss how the maneuver would be carried out: a) Mooring the boat b) Leave the bank using springs c) Use the current to stop the boat d) Turn the boat 180 degrees	*iv)*		
v) Demonstrate knowledge of how the following are used in areas of water impacted by currents: a) Canal signs b) Channel markers c) Speed limits	*v)*		

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Discussion notes

Module 4 can be signed off on page 23.

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Qualification page

Candidate's name:	
Membership number:	Telephone:
Address:	Email:
Postcode:	Girlguiding County:

Module 1 completed

Assessor's name:

Signature:

Date:

Module 2 completed

Assessor's name:

Signature:

Date:

Module 3 completed

Assessor's name:

Signature:

Date:

Module 4 (optional) completed

Assessor's name:

Signature:

Date:

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Completion of qualification

Candidate's name:	Membership number:

Logbook of boating experience approved by:

Assessor's name:	
Assessor's qualification:	Date gained:
Telephone:	
Email:	
Signature:	Date:

Assessed journey

Journey description (length, features, geography, group's profile):	
Date:	
Assessor's qualification:	Date gained:
Telephone:	
Email:	
Signature:	Date:

Verification

Verifier's name:	
Signature:	Date:

Narrowboating qualification completed on _____ and valid until _____

First aid qualification completed on _____ and valid until _____

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Renewal of qualification

Member's name: _____

Membership number: _____

Girlguiding Country/Region and County: _____

To renew your narrowboating qualification, you will need to post or scan and email the following to Girlguiding Headquarters for the attention of the Girlguiding Technical Adviser for Narrowboating.

- Your completion of qualification form.
- Renewal of qualification form.
- Your logbook, demonstrating that you have engaged in regular boating activity in the last three years.
- Certificate of a valid first aid qualification (six hours of training minimum).

The Girlguiding Technical Adviser for Narrowboating will check the documents and if they approve will sign and date your renewal form and return everything to you. Your Go! record will also be updated by your County Go! Coordinator. If your qualification has not been renewed an explanation will be provided below of the further training and/or assessment required and the reasons for this. The most common reason for a renewal being declined is insufficient logged experience.

Renewal	
If you do not have a Girlguiding membership number, please provide the following.	
Address:	
Postcode:	
Telephone:	Email:
☐ Qualification for Module 4 also being renewed (please tick if applicable).	
Date qualification gained or last renewed:	
Date first aid qualification expires:	
I am familiar with the requirements of the Girlguiding Narrowboating Scheme and agree to comply with the rules and procedures contained in the scheme. Signature: _____ Date: _____	

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Confirmation of renewal of qualification

To be completed by the Girlguiding Technical Adviser for Narrowboating.

Name of Adviser:

Date qualification renewed:

Date qualification will expire:

If qualification not renewed, please state the reasons why below.

Signature: _____ Date: _____

Please email this form and scans of all other required documents to **learning@girlguiding.org.uk**, or post to Girlguiding Technical Adviser for Narrowboating, Girlguiding, 17–19 Buckingham Palace Road, London SW1W 0PT.

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Appendix 1: Key roles

The Girlguiding Technical Adviser for Narrowboating

The Girlguiding Technical Adviser for Narrowboating is a professional water activities expert qualified to provide advice and training and contracted by Girlguiding. The Technical Adviser's responsibilities include the following.

- Assisting and providing guidance with the management and development of the Girlguiding Narrowboating Scheme.
- Having overall control of the Narrowboating Scheme and promoting a culture of safety within Girlguiding by developing safe and acceptable operating systems through discussion with the training team and Girlguiding Outdoor Team Water Specialist.
- Contributing to training and assessment, including training, assessing and developing support for Trainers and Assessors.
- Reviewing and approving training and assessment course applications.
- Undertaking boat and site visits and providing written reports.
- Acting as Verifier for the Narrowboating Scheme.
- Reviewing the safety policy and working practices of the Narrowboating Scheme.

The Girlguiding Outdoor Team Water Specialist

The Girlguiding Outdoor Team Water Specialist is a member of the Girlguiding Outdoor Team who has specialist knowledge and qualifications relating to water activities. The Water Specialist's responsibilities include the following.

- Working with the Outdoor Team to support and inspire members to undertake outdoor and adventurous activities.
- Supporting the planning and delivery of support to Trainers and Assessors.
- Working in partnership with the Girlguiding Technical Adviser for Narrowboating to ensure the compliance of our narrowboating qualification.
- Maintaining communication with the Country/Region Outdoor Activities and Water/Boating Advisers to support quality delivery of outdoor and adventurous opportunities for girls and young women locally.

The Director of Training

The Director of Training is the person in charge of training on the course. She will hold the requirements of a Trainer and an Assessor as outlined in 'Trainers' and Assessors' qualifications' on page 28. She is responsible for the technical aspects of the training, including the programme, contents of training sessions and location of practical sessions, and will lead many of the sessions herself. She ensures that the training is conducted to the required standards and notifies the Girlguiding Technical Adviser for Narrowboating of the training using the Notification of Training Course form and her training plan.

The Director of Training will sign the relevant qualification page to confirm you have attended an appropriate training and may also issue attendance certificates.

The Trainer

The Director of Training may be assisted by one or more Trainers. Trainers will work initially under the guidance of an experienced Director of Training. A Trainer will hold or be working towards the requirements of a Trainer and an Assessor as outlined in 'Trainers' and Assessors' qualifications' on page 28.

The Assessor

Assessors are responsible for ensuring that candidates are assessed fairly against the standards of the Narrowboating Scheme outlined in this resource; there is no place for bye-laws. They will provide

candidates with the appropriate level of advice and support needed to help them gain the qualification. More than one Assessor may be involved in signing off the different elements. Assessors will work initially under the guidance of a more experienced Assessor.

Trainers' and Assessors' weekends

Trainers' and Assessors' training weekends are for those who hold the Girlguiding Narrowboating Scheme and are willing to act as Trainers or Assessors. They must also hold a higher boating qualification as outlined on page 26, or be willing to be assessed to do so. The weekends address issues such as changes and sharing of up-to-date boating practice, standards of competence expected on the scheme, and training and assessment methods.

These weekends are organised by the Girlguiding Outdoor Team. They are run under the direction of the Girlguiding Outdoor Team Water Specialist and/or the Girlguiding Technical Adviser for Narrowboating. For further information please contact **learning@girlguiding.org.uk**.

Trainers and Assessors are expected to attend Trainers' and Assessors' weekends at least once every four years. This will keep them trained up to the required standards of the Narrowboating Scheme and give them the opportunity to keep abreast of current methods and ideas, as well as exchanging best practice. They should also have their role as a Trainer and/or Assessor listed on their Go! record. If this is not listed or needs amending, please contact **learning@girlguiding.org.uk**.

There are regular moderation visits by the training team to training and assessment courses. These visits enable the Assessor or Trainer to air any problems, allow feedback on the scheme, and ensure consistent standards across Girlguiding.

Trainers' and Assessors' qualifications

Trainers and Assessors must meet all of the following requirements.

- Hold the Girlguiding Narrowboating Scheme or an external qualification equivalent or higher.
- Hold either a higher qualification such as NCBA Trainer, RYA Inland Waterways Instructor or Certificate in Community Boat Management (CCBM), or have been assessed by the Girlguiding Technical Adviser for Narrowboating.
- Have attended a Trainers' and Assessors' weekend within the last four years.

The Verifier

The Verifier is the Girlguiding Technical Adviser for Narrowboating. The Verifier's responsibilities may include the following.

- Ensuring that Trainers and Assessors receive the appropriate training.
- Arranging moderation visits.
- Receiving and checking completed Narrowboating Scheme paperwork and evidence.
- Issuing certificates.
- Returning Narrowboating Scheme paperwork and evidence to candidates.
- Quality control.

Appendix 2: Guidelines for Assessors

Completing the assessment

There are three parts to assessing the candidate for the qualification.

1. **An Assessor must read the candidate's boating logbook and be satisfied that she has gained the required boating experience.**
   If the candidate does not have the required experience in her logbook, explain to her what is required. Once the experience has been acquired, you can complete and sign off the Completion of qualification page (see page 23).

2. **Each module in the Narrowboating Scheme must be signed off by an Assessor at the end of an approved assessment course.**
   Before signing off the elements and the modules, you can check that the candidate has met the required standard either by observing them in a boating situation or by reading written evidence such as a witness statement. In some cases you can discuss topics with her or ask questions about anything you weren't able to cover on the course. For example, if the weather has been perfect ask questions to find out how the candidate would have coped with inclement weather before you sign off certain elements. Some candidates are more experienced than others and can use their previous experience as evidence of their abilities. If you are not happy that the candidate is competent, explain this and tell her what she needs to do to rectify the situation. Remember, once the module is signed off the candidate may never need to redo it, so don't sign unless you are completely happy that she is competent to take young people out on boats.

3. **The candidate should be accompanied by an Assessor on a boat outing that she has planned, prepared for and will be leading for at least a section of the journey.**
   More details about the specifics of this final assessment are provided below. You are looking for evidence that the candidate can put her skills into practice and manage a group on a boat competently. If you are not satisfied that the candidate can manage a group safely on the relevant craft, explain this and tell her what she needs to do in order to correct the situation. If possible you, or another Assessor, should attend another boat journey and, if things are then in order, sign off the relevant elements. Once you are happy you can sign off the assessed boat journey section of the qualification page.

Once the qualification page has all the relevant signatures, post or scan and email the candidate's complete scheme record and evidence folder to the Verifier.

What should be included in a boat journey assessment

The purpose of the boat journey assessment is to ensure that the candidate has acquired the knowledge and skills covered in Modules 1, 2 and 3. The assessment can also be used to check if a candidate has sufficient evidence of prior learning and experience to get accredited for Modules 1 and 2. Module 3 can also be assessed at the same time. The assessment can be completed with a group of members or other candidates (as part of a course) on board.

The candidate must plan and carry out a short trip lasting a minimum of three hours. The maximum duration is to be agreed with the examiner.

The candidate should be able to demonstrate the following skills.

i. Show you can safely look after your crew/group, taking into account:
   a. personal safety equipment
   b. on-the-day risk assessment
   c. weather
   d. local hazards

ii. Leave and return to the bank – show clear communication with crew/group.

iii. Stop the boat.

iv. Explain to the examiner what you would do in the case of Man Overboard (MOB).

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v. Communicate and give clear instructions to ensure a safe passage through the lock.
vi. Explain to another crew member how to steer the boat around a bend
vii. Show to the examiner your emergency action plan.
viii. Show a basic knowledge of boat maintenance.
ix. Demonstrate you can tie a round turn and two half hitches.

Key steps in the assessment process

Establish the purpose of the meeting or activity
Modules will be signed off at the end of an assessment weekend or after an assessed section of the journey. Request details of a candidate's experience in advance. It is important that you – the Assessor – take the time during the weekend to talk to each candidate.

Other meetings will be to achieve a specific purpose, for example an assessed journey or to complete a few outstanding elements. Decide what you want to achieve, for example:

- are you getting together to complete an assessment?
- are you helping the candidate identify the way forward?
- are you asking the candidate some additional questions about evidence you have received?

Always agree the purpose of the meeting with the candidate in advance.

Plan the assessment
Agree with the candidate how and when assessments are to be conducted and allow her to take the lead in establishing what she wants to achieve.

Identify gaps
Help the candidate identify how she can gather evidence and negotiate opportunities to gain relevant experience and/or training.

Interpret standards
Assess the evidence against the standards in this resource, not against what you may have done in the past.

Judge evidence
Ensure the evidence is:

- valid (relates directly to the standards)
- current (up to date – within the last three years)
- authentic (belongs to the candidate)
- sufficient (covers all of the points being assessed).

Provide feedback
Provide constructive feedback.

- Allow the candidate to reflect on her own performance.
- Where the candidate has not demonstrated competence, provide options for her to consider rather than criticism.
- Never leave without agreeing the next step with the candidate.

Arrange further assessment
Agree the next steps and the next opportunity for further assessment. For example, make arrangements for another boat session.

Record achievement
Complete the qualification page only when you are satisfied the candidate has demonstrated competence. Where the person has not demonstrated competence, make arrangements to re-assess. This may mean boating on another occasion, arranging for someone else to go on a boat with the candidate, asking the candidate to produce some additional material or recommending the candidate attend another assessment weekend after gaining further experience.

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Assessment methods

There are a number of methods for assessing a candidate. They include the following.

Questions
Where an Assessor asks questions to:

- clarify or supplement evidence
- cover instances not experienced on the journey concerned, for example bad weather
- check knowledge.

Discussion
Where an Assessor discusses with the candidate options considered and reasons why decisions were made, for example, the choice of route.

Record
Where an Assessor checks written or photographic records in the candidate's evidence, for example, copies of letters to parents/carers, the route plan and so on.

Observation
Where an Assessor spends time on the boat with the candidate, or with the candidate and her group, to witness the situation.

Witness statement
Written statements giving details of the actions the witness has seen carried out. Witness statements must be signed. Likely witnesses can include instructors, Scout Leaders, parents/carers, Girlguiding Leaders and members of The Senior Section who will have been present on a boat trip or at a meeting.

Further information

Girlguiding has a structure that provides support for everyone. Trainers, Assessors and Verifiers should know who they are able to call on when they need help. If at any stage you have queries concerning the requirements of the scheme, you should talk to your Outdoor Activities Adviser or contact the Girlguiding Learning team (**learning@girlguiding.org.uk**).

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Narrowboating Scheme logbook sheet

Date	Starting location	Finishing location	Craft type	Hours at helm	Group details	Comments

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Appendix 4: Rivers and Tidal waters

This rather complex topic can be split down to the following topics:

- Levels
- Irregularities
- Currents
- Tidal Specific

Levels

While the water level on a canal will tend to be close to the level of the overflow weirs (or sometimes on the low side – especially in the recent shortages), on rivers it can rise considerably after heavy rain. This has an obvious effect on the available headroom under bridges – and while many rivers have generous clearance by the standards of the narrow canals, that's not always the case. For example the Wey, Stort, Lee and Nene all have some quite tight ones. So while the guide books might well state the headroom to the nearest inch, bear in mind that levels can easily vary by a few inches. If you're approaching a bridge with tight headroom, take it carefully – especially if you're coming downstream and so can't stop so quickly (see later under 'currents').

As the river level rises, due to the physical characteristics of a river, some lengths may be higher above normal water level than others. Different parts of the river will be affected more or less by excess water, depending on width, depth, size of weirs, whether you're just above a weir or just below one, and so on.

So just because your boat fits under what's normally the lowest bridge on the river, that doesn't mean it will fit all of them.

The other time to remember changes in water level is when mooring. Don't tie your ropes up too tightly, check and adjust them if the levels are changing, consider setting 'spring lines' (ropes leading forwards from the stern and backwards from the bow) and – like the old slogan about share prices – remember that rivers can go down as well as up. So if you feel or hear your boat scraping on the bottom when you come in to moor, beware that a fall in level might leave you high and dry or leaning over at an uncomfortable angle.

And on that subject, if levels are low, watch out for shallow water. This sometimes occurs where silt has been deposited (typically where weir streams join the navigation – try to give them a reasonably wide berth). It's also often found on the inside of bends – a lot more so than on canals, and sometimes extends quite a way.

Irregularity

Note the words 'typically', 'sometimes' and 'often' in the last sentence. That isn't just us hedging our bets; it's a reflection of the fact that river navigations, being largely natural channels, aren't as regular and predictable as canals. Now, you can just hear the hollow laughter at the word 'regular' from the aficionados of James Brindley's school of canal engineering, but it's true. You can't count on the deep channel always being near the middle on the straight reaches or running around the outside of bends.

Another time to remember irregularities is when mooring up on a natural river section. Yes, it's nice to tie up to a rough bank under some trees in the middle of nowhere, but do it gently in case the bed's bumpy and rocky.

Also, don't assume that the navigation arch of a bridge is the largest or central span – for example on the Warwickshire Avon the canal's engineers and subsequent restorers didn't always find that the most obvious arch was the easiest one to adapt for navigation. So look for indicator signs, and check your guidebook.

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Lock approaches (again, the Avon is a good example) aren't always easy to line up for, especially in a long vessel. Bends might go on further than you expect them to, or be followed immediately by a bend going the opposite way (particularly the four tight bends in a row below Theale on the Kennet).

So, if you can't see the way ahead clearly, think ahead, drop the engine speed and slow down first before you get to the tricky bit, then you can always put on a judicious burst of extra power if necessary to help you around.

And remember that in a deeper, wider, less constricted channel than most canals, you might well be going rather faster than normal for the same engine speed – and with the banks being further away, this might not be immediately obvious. So you might need to start slowing down earlier, especially as you'll want to avoid using reverse if possible.

So why do you want to avoid using reverse? Because on a typical narrowboat, you'll lose most of your steerage if you do. And while on a canal it's embarrassing if your boat swings across the cut while you're trying to slow down to moor up, on a river it can be more serious – which brings us to the third main issue…

Current

The most important difference between canals and rivers is that (with one or two exceptions such as the Llangollen) canals are pretty much still water, whereas rivers can have appreciable currents – especially after heavy rain.

Currents can be both a hindrance and an advantage – and what might not seem immediately obvious is that they can actually be more helpful when you're going against them. Although it will slow you down a little, a head-on current will also make the steering more responsive. And conversely, when you're going with the current it might help move you along, but it also makes manoeuvring more tricky.

For this reason, it's a good idea (assuming there's room to turn around) to always moor up pointing up-river. If you're coming in to moor with the current behind you, trying to approach the berth slowly enough, then to apply enough reverse to stop the boat without it slewing round, can be quite awkward. Conversely, if you're facing the current (especially if your engine's tickover speed is quite low), you may well be able to slow the boat to a standstill with the engine still in forward gear, just matching the current. This means you can use the tiller to move the boat sideways (known as a 'ferry glide') into the berth.

When you come to set off again, you'll enjoy the same manoeuvrability. And on the subject of setting off, always untie your downstream line first to stop the current spinning you around.

When you're underway, you also need to bear the current in mind, especially if you're heading downstream:

- You won't be able to turn so tightly.
- You'll need to keep enough speed on to maintain steerage, but not so much that you can't slow down if necessary.
- The boat (and especially the stern) will get pushed towards the outside of bends.

So think ahead. Slow down well in advance, but try to avoid the need to go into neutral or reverse if you possibly can. If you have to use reverse to kill some speed, try to do it in clear, open water, well in advance of having to manoeuvre.

Make your mind up which arch of a bridge you're heading for in advance, and once you've decided, don't change your mind. And if you do have to moor with the stream, have people ready with ropes – they might only get one chance.

And as for stopping in an emergency (for example if you have engine trouble) – that's why you put your anchor out just in case.

When you're heading upstream it's easier but there are still things to remember:

- The boat (and especially the bows) will get pushed to the outside of bends.

- You will often have more control and be able to turn more tightly
- Boats coming towards you with the stream will be less manoeuvrable than you and be less able to stop (and some of them may be a lot bigger than a narrowboat!) – So take advantage of the greater control that you have to keep out of their way. And remember that it's the downstream boat that should have the right of way at bridges.

River navigations normally combine canal sections with river sections, which gives you something to think about when going between the two – in particular when the lock cut joins the river at an angle. In these situations, when you're entering the river from still water:

- Put enough power on to ensure that the current doesn't take control of the boat
- Start by angling the bows slightly more towards the direction the current's coming from than you would if you were joining another stillwater channel…
- …then once the bows are in the river, make sure you keep the stern clear of being pushed into the bank. When you leave the river and return to still water at the next lock cut:
- Keep enough power on to ensure that the current doesn't take control of the boat, but be ready to slow down if necessary as soon as you are in still water.
- Start by aiming slightly towards the upstream side of the lock cut...
- …then once the bows are in the lock cut, make sure you keep the stern clear of being pushed into the bank.

Still on the subject of currents, watch out for weirs and weir streams. Water flows entering the navigation will tend to push you away from them (possibly into the opposite bank if you aren't careful) so angle the boat towards them; those leaving the navigation will pull you towards them, so angle the boat away.

In both cases, keep enough power on until you're past them – and, as ever, think ahead so you don't end up in the situation where you can't do this without catching up with a boat in front or arriving at a lock before it's ready.

Turning around on a river is another case where you need to think about the current. The current will tend to flow more quickly in the middle of the river, and towards the outside on bends – and sometimes this can actually help to turn the boat around. But do remember (especially if the river's narrow enough that it will take several 'goes' to get around) that the current might mean that you end up some distance downstream by the time you've finished. Bear this in mind when choosing where to turn relative to moored boats or obstructions. Also, you will find that your boat has a natural tendency to turn one way or the other when in reverse – for a right-handed propeller, the bows will usually drift to the left – so you may be able to take advantage of this when deciding which way to turn around.

Finally, remember that all these are general hints and tips to give you an idea of what to allow for on rivers, especially when there's more water in them than at normal summer levels.

You'll get much more useful river-specific information from local boaters, or especially from lock-keepers on those rivers that still have them. Don't be afraid to ask a lock-keeper's advice – and if that advice is 'tie up and wait for the current to decrease', then be prepared to follow it.

Some rivers have warning systems to help you. These could be water level gauges, often in the form of a metal strip painted in three colours: if the water level is in the red section, you're strongly advised to tie up somewhere safe; if it's in the yellow, consider proceeding with caution; if it's in the green, it's fine.

On the Thames there is a system of red 'strong stream' warning boards and yellow 'stream increasing' or 'stream decreasing' boards with similar meanings. But make your own decision based on your experience and judgement: if you're struggling at all to make decent headway against the flow, or to control the boat at a safe speed with the current, find somewhere safe to stop.

And lastly, having perhaps worried a few of you with these warnings, some words of reassurance. Most of the time, almost all of our non-tidal navigable rivers have very little current and are

perfectly safe even for the relatively inexperienced to navigate. They make a real change from canals, and (with just a little more thinking ahead) they're a delight to cruise in perfect safety.

Tidal specific

Specific Narrow boating on tidal waters presents a unique set of challenges, but for the experienced it can be a most rewarding experience, whether just hopping between Teddington and Brentford, or going all the way through Central London to Limehouse.

Safe passage requires a sound knowledge of the effects of the tidal stream, including the resultant currents and variable depths which are not found on the (non-tidal) canal system.

The passage between Teddington and Limehouse is only recommended for the experienced boater, as waves over a metre tall and tidal flows in excess of four knots can be encountered.

The PLA's General Directions require a number of vessels, and those of 13.7m (44')or more in length overall, to have an operational VHF radio on board, but narrow boats greater than 13.7m in overall length, and which are navigating only between Brentford and Teddington, are exempt. However, any narrow boat wishing to complete the "London Ring" (the Grand Union Canal and then transitting from Limehouse to Brentford) are not exempt from this General Direction.

Appendix 5: Anchoring

An anchor can be used for two main purposes:

1) It can provide a way of securely mooring a boat when conventional moorings are hard to come by. It is quite unlikely that most of us who travel the inland waterways will ever need to use an anchor to moor. However, if you are accustomed to exploring the rivers it is a useful skill to be able to use as "you never know"! Certainly the crossing of some tidal estuaries will require knowledge and skill in this area.

2) The most likely use is as a vital piece of emergency equipment that can be used to potentially save lives. We would recommend that any canal boat that has to use rivers to connect between canals has an anchor on board.

Firstly, you need the correct type of anchor for your boat and equipment to use it:

- Weight - the weight depends on the weight and length of your boat. A Good guide is 1lb a foot or 1.5kg per metre. You may think about increasing the weight of your anchor if you are a big wide boat, you are a big wide boat or you are a big wide boat.
- There are a two recommended types of anchors to use with when Narrowboating.
    - Danforth – once it has been deployed the flukes pivot so that they bury themselves into the ground. It is also important that the main arm of the anchor is laying parallel to the ground.
    - CQR – it is shaped like a plough and also buries into the bottom, it is recommended that this is also attached to chain and then rope. Some designs pivot at the crown, but they do not fold as flat for stowage as the Danforth.

- If you intend to anchor overnight it is essential that you have an all-round white light that is mounted at a high point of your boat so it can be seen from all angles.
- You should have approximately six times the length of cable (rope) to the depth of water – too long is better than too short – with 10 to 15ft. of tackle (chain). The chain ensures the anchor pulls at a near-horizontal angle to the river bottom. Ensure the cable is always attached to the boat at its free end!
- You could add a tipping line to the bottom of the anchor (a thinner rope with a float attached) if you are concerned it could become stuck.

Anchoring can be rather heavy, wet, cold and dirty but the experience is worth it for the satisfaction of having completed a nice bit of seamanship in a professional manner.

How to Anchor:

Turn the boat to face upstream and higher than the point you want the boat to finally lay bring the boat to a stop. Making sure fingers and feet are out of the way of the uncoiling chain/rope pay out the anchor slowly hand over hand until the chain gets to the bottom. Then slowly release the required amount of rope and make fast on to your boat. You can then take a transit out of the side of your boat to make sure your anchor is secure. If not then you can apply a small amount of reverse to help the anchor to catch but if you are then not in the position you wanted to be in then you will need to lift the anchor and repeat the process.

Weighing (lifting) the anchor:

First of all it is important to prep your boat before you weigh the anchor so you know you are ready to head off. Complete your pre-start checks, start your engine and check it is clear from oncoming boats. When your crew is ready engage forward gear take the load off the rope. Your crew can then begin to retrieve the rope/chain making sure you are stowing it safely. When the line becomes taught you now

need to release the anchor from the ground which should be able to ben manually or using the tripping line but if not make the anchor rope fast when the rope is upright and let the momentum of the boat break it out.

Further resources

Girlguiding

- *Water guidance* **https://www.girlguiding.org.uk/information-for-volunteers/programme-and-activities/guidance-on-activities/water-safety/**
- *Residentials* **https://www.girlguiding.org.uk/information-for-volunteers/running-your-unit/events-and-going-away/going-on-residentials/**
- *Activity finder* **https://www.girlguiding.org.uk/what-we-do/our-badges-and-activities/adventure-for-girls/**

UK water guidance

- Canal and River Trust (see also for *The Boater's Handbook*, including video) **www.canalrivertrust.org.uk**
- Scottish Canals **www.scottishcanals.co.uk**
- Environment Agency **https://www.gov.uk/government/organisations/environment-agency**
- Maritime and Coastguard Agency **https://www.gov.uk/government/organisations/maritime-and-coastguard-agency**
- Royal Life Saving Society UK (RLSS UK) **www.rlss.org.uk**
- The Boat Safety Scheme **www.boatsafetyscheme.org**

Further training and development opportunities

Girlguiding

Search **www.girlguiding.org.uk** for the following.

- Going Away With Scheme – take girls away on residentials
- Going Away With Guiding – residential guidance resource (order code 6045)
- Catering Scheme – cater for girls at residential events
- Walking Scheme – instruct and supervise Girlguiding members on walks and hikes
- 1st Response – first aid course
- Water Safety Training Module – basic water safety practice
- Out and About Training – programme ideas for getting girls out of the unit meeting place

Ask your Commissioner about local training opportunities.

External

- Royal Yachting Association (RYA) **www.rya.org.uk**
- National Community Boats Association (NCBA) **www.national-cba.co.uk**
- British Canoe Union (BCU) **www.bcu.org.uk/coaching** (for coaching qualifications)

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Users are reminded that during the life span of this publication there may be changes in:

- Girlguiding policy
- legal requirements
- practice by governing bodies, for example the Royal Yachting Association (RYA)
- British Standards which will affect the accuracy of the information contained within these pages.