



EXPEDITION

Training Framework – core paddling skills

Training programmes should incorporate both canoe training and those skills specific to the environment.

Core training

Lift and carry

- Know how to safely lift and carry the craft. Lift and carry if boat allows. Safe portaging techniques relevant to the environment.

Launching and disembarking

- Know the importance of safe manual handling enabling participants to launch and recover craft from a variety of locations including steep, slippery banks.

Loading and storage of kit

- Know how to waterproof kit properly and how to load the craft efficiently and secure kit within the craft. Secure craft on to trailers or vehicles.

Forward paddling

- Demonstrate the ability to paddle forwards in an efficient and economical manner. Participants should demonstrate a fluent and rhythmical paddling stroke including, where required, simple steering strokes to enable them to maintain good cruising speed and control.

Reverse paddling and stopping

- Demonstrate slowing and stopping the craft using controlled reverse paddling strokes.

Turning

- Ability to turn the craft whilst stationary and whilst on the move using appropriate strokes (there is no requirement for specific strokes providing the craft can be manoeuvred effectively).

Moving sideways

- Ability to sideslip the craft to avoid obstacles in the way of the craft or to come alongside (there is no requirement for specific strokes providing the craft can be manoeuvred effectively).

Capsize and recovery

- Have a practiced and predictable response to sudden immersion.
- Ability to self-rescue – swimming self, paddle and boat to shore, recover, empty and re-launch craft.
- Where the craft cannot be capsized demonstrate ability to recover paddlers and kit back aboard.

Rescues (where craft permits capsize drills)

- Demonstrate ability to be rescued from craft.
- Appropriate rescue techniques for rescuing paddler and craft – appropriate to the environment, for example throw line techniques suitable for moving water.

Rescues (where capsize is not possible)

- Be able to rescue a team member back on to the boat.
- Perform an all in rescue where all team members have to get back onto the boat.
- Man overboard drill.

Towing

- Simple towing techniques (flexible and adaptable).

First aid/health & safety

- This should include water borne elements including secondary drowning, leptospirosis and aquatic hypothermia.

Ongoing risk assessment

- The ability to make decisions based on the weather and water conditions, for example being weather-bound.

Equipment

- Selection and maintenance of equipment.
- Care and simple repair of equipment.

'No trace' camping

- Include methods of disposing of human, food, cooking and dirty water waste. Local advice on these matters should be sought and followed.

Emergencies

Supervisors need to be confident in the ability of participants to be able to get to safety in an emergency and to follow agreed emergency procedures.

There is no substitute for experience. Teams should spend enough time on the water so that the craft becomes an extension of the user, or until they are at home in the environment.

Skills specific to the environment

	Expedition Training Framework	Additional paddling/safety requirements <i>The skills here should be matched to the training requirements of the environment.</i>
Placid water	All elements of the Silver Expedition Training Framework	<ul style="list-style-type: none"> • Be able to recognise weirs and outflows and be able to avoid them. • Know how to manoeuvre the craft using painters or bow and stern lines to move around or through obstacles such as locks. • Understand the basic rules of travel on the waterways and how to approach and pass other craft. • The safe use of locks if appropriate for the type of craft. • Understand how to trim the boat correctly for different weather conditions. • Rafting boats together and constructing a simple downwind sail. • Be able to effectively rescue loaded boats in deep water.
Moving water up to Grade 2	All elements of the Gold Expedition Training Framework	<ul style="list-style-type: none"> • Be able to recognise weirs and outflows and be able to avoid them. • Know how to manoeuvre the craft using painters or bow and stern lines to move around or through obstacles such as locks. • Understand the basic rules of travel on the waterways and how to approach and pass other craft. • The safe use of locks if appropriate for the type of craft. • Understand how to trim the boat correctly for different weather conditions. • Rafting boats together and constructing a simple downwind sail. • Be able to effectively rescue loaded boats in deep water. • Have a basic understanding of river hydrology to be able to identify submerged rocks, strainers and similar hazards, selecting safe passages around obstacles. • Be able to break in and out of the flow. • Be able to make an eddy. • Demonstrate forward and reverse ferry gliding and the ability to hold position on the river in a flow. • Demonstrate the ability to line the boat through areas of shallow water or rapids and wading. • The ability to estimate the speed of the water. • Ability to determine if water levels are rising or falling.
Lakes and estuaries	All elements of the Gold Expedition Training Framework	<ul style="list-style-type: none"> • Understand how to trim the boat correctly for different weather conditions. • Rafting boats together and constructing a simple downwind sail. • Be able to effectively rescue loaded boats in deep water. • Be able to deal with multiple capsizes in deep water. • Canoe sailing (where appropriate). • Additional navigation skills appropriate to the environment • Use of flares. • Understanding tidal effects.
Large lakes and coastal conditions	All elements of the Gold Expedition Training Framework	<ul style="list-style-type: none"> • All of the elements from 'Lakes and estuaries' plus • Safe landing techniques, to include surfing for sea expeditions. • Reading the water (white caps/white horses, tides). • Maritime weather forecasts. • VHF radios.