# THE BGA TRAINING ORGANISATION AND BGA INSTRUCTOR GUIDANCE NOTES

## INTRODUCTION

Gliding training in the UK is currently unregulated. The BGA and its clubs agree to and take responsibility for the development and maintenance of appropriate standards. The standards are described within BGA Laws and Rules and other documents identified in this publication. All BGA instructors operate within a BGA-wide training organisation that includes them, their CFI's and their clubs training operation.

This publication is designed to support BGA instructors with appropriate guidance as a helpful companion to the BGA Instructors Manual. It will be modified by EASA Flight Crew Licensing requirements in due course.

Published by the British Gliding Association

8 Merus Court

Leicester LE19 1RJ

office@gliding.co.uk

Tel:0116 2892956

## CONTENTS

# PART 1 - THE BGA FLIGHT TRAINING ORGANISATION EXPLAINED

The BGA is of course an association of gliding clubs which exists to support the clubs and their members, to develop participation in gliding, and to protect the sport and its assets.

Gliding training is delivered at clubs by BGA instructors, and supported on a regional basis by examiners and coaches. These elements, along with BGA administrative support and the Instructors Committee, form the BGA flight training organisation.

This section describes in detail the various elements within the BGA flight training organisation.

NB: BGA Laws and Rules is the source document regarding any BGA standards or requirements.

## (a) Management

### Chairman of the Instructors Committee

The Chairman of the Instructors Committee, as the BGA head of training, is responsible to the BGA Executive Committee for the effective management of training within the BGA flight training organisation. In discharging that responsibility, the Chairman of the Instructors Committee is expected to co-ordinate activity with the Accountable Manager. The Chairman of the Instructors Committee discharges responsibility for effective management of training at BGA club sites through the local CFI, who is the local head of training.

The nominated Chairman of the Instructors Committee should have extensive experience as a BGA instructor and possess sound managerial and organisational capability.

The responsibilities of the Chairman of the Instructors Committee include setting and promulgating policies to effect the efficient and safe management of the BGA training organisation in accordance with established procedures and guidance.

### Instructors Committee

The primary role of the Instructors Committee is to advise the BGA Executive Committee on matters relating to gliding training and includes as members all the Senior Regional Examiners, as well as others appointed by the Instructor Committee Chairman. The Instructors Committee's terms of reference describes its full role.

### The Training Standards Manager

The Training Standards Manager is responsible to the Chairman of the Instructors Committee for all BGA flying training standards.

The person nominated for this post shall have extensive experience as a BGA instructor and shall normally have extensive experience in training BGA instructors.

### Chief Flying Instructor

A BGA site Chief Flying Instructor (CFI) is selected and appointed by club chairmen and approved by a Senior Regional Examiner, as authorised by the Chairman of the Instructors Committee. Among other responsibilities, a BGA site CFI is the local head of training and is therefore responsible to the Chairman of the Instructors Committee for *BGA training organisation* matters pertaining to the site. In addressing those responsibilities, CFI's usually liaise with their local Senior Regional Examiner.

The person nominated for the CFI post shall have extensive experience as a BGA instructor (BGA Laws and Rules refers).

In addition to those general responsibilities regarding all flying at the club site, the responsibilities of the CFI include;

- Supervision and standardisation of all instructors reporting to him, and the provision of adequate instructor briefing material
- Standardisation of instructors. This is an important aspect of the operations of a club.
- Ensuring that suitable arrangements are in place for the CFI to approve pilot and instructor BGA application forms
- Maintenance of student pilot flight instruction records at the club

CFI's are supported by Senior Regional Examiners.

### Senior Regional Examiners

The BGA has a number of Senior Examiners who, in addition to leading the examining teams in their region, also provide guidance and advice to CFI's.

### Accountable Manager

The BGA Chief Executive is responsible to the BGA Executive Committee for ensuring that the BGA has adequate resources, personnel and processes in place to meet its training requirements and to maintain the established standards. In discharging that responsibility as the 'Accountable Manager', he is expected to co-ordinate activity with the Chairman of the Instructors Committee (who is the BGA flight training organisation's head of training).

## (b) Instructors

### Requirements

All instructors must meet the BGA requirements with regard to holding instructor ratings and certificates entitling them to conduct instruction (BGA Laws and Rules refer).

There are three BGA instructor ratings; Basic, Assistant & Full. Basic Instructors teach a limited number of upper air exercises only and operate under tightly supervised conditions.

Full Instructors have Bronze badge testing privileges.

### Continuity of Training

Sufficient instructors should be available to ensure the proper continuity of training for all students. If an instructor finds him

or herself being overstretched, the issue should be brought to the attention of the CFI.

### Instructing Techniques

Instructing must be carried out using techniques acceptable to the BGA. The BGA Instructor Manual refers. This publication provides further guidance in Section 3.

### Instructor Rating Validity

BGA BI, Assistant and Full instructor ratings are revalidated annually by their club CFI, based on the instructor meeting the required experience criteria in the 12 months prior to the date the revalidation takes place.

In addition, the instructor must have had a 5 year refresher course within 5 years of the date the revalidation takes place.

An instructor whose rating is not revalidated before the date of expiry of the rating may be renewed following appropriate training and a test by a BGA examiner. In the event of a reportable accident involving an instructor, the instructor must not instruct further until he or she has been authorised to do so by the Senior Regional Examiner in discussion with the CFI.

A standardisation check by the CFI is required in the third year following a five year refresher course.

### Concerns/Issues

If at any time an instructor has any questions regarding their role as a BGA instructor, they should seek the advice of their CFI, who in turn can seek advice from the Senior Regional Examiner.

If any instructor has any concerns regarding instructing standards, they should bring them to the attention of their CFI. If they are unable to resolve the issue with their CFI, they should contact the BGA Training Standards Manager in confidence via the BGA office.

## (c) Records

### Student & Training Records

The Accountable Manager is responsible for ensuring that adequate records are maintained at BGA HQ.

CFI's are responsible for ensuring that adequate records are maintained at BGA sites.

- Flight instruction records shall be maintained by the club for each student
- Student record cards must as a minimum include all the BGA flight training syllabus exercises

If computer based records are used, back-up arrangements must be in place.

All flight instruction records are to be retained for a minimum of 3 years from the date of completion.

### Transfer of Student Records

Where requested by a student, copies of a student training record (not originals) should be made available to another club that is seeking to complete a course of training for that student. Such records, which should be certified as correct, should be forwarded to the relevant CFI.

### Logbooks

Student pilot's logbooks shall be kept up to date.

Student pilot's logbooks should be periodically certified as being correct by the CFI or his nominated deputy.

## (d) Training Programme

Sufficient flight training must be carried out to complete the relevant syllabus.

Flight training should be arranged so that students receive instruction from the minimum number of different instructors commensurate to the training need.

### BGA Gliding Flight Training Syllabus

The BGA theoretical knowledge syllabus and flight training syllabus from first flight through to completion of the Bronze and Cross Country skills tests is clearly defined, and is the minimum syllabus content to be used at BGA clubs. The syllabus is listed in Part 2.

## (e) Training Aircraft

### Suitable Aircraft

Only aircraft with dual controls and compliant with BGA airworthiness standards shall be used for flight training.

### Fleet

In determining fleet size, the club should ensure that a sufficient number of aircraft suitably equipped and appropriate to the courses of training on offer are provided to achieve continuity of flying training for the number of students involved. The requirements for routine maintenance and use of aircraft for other purposes should be taken into account.

## (f) Operating Sites

The base operating site and any alternative site used must be suitable in every way for the planned training.

All BGA sites are deemed suitable for BGA flight training with, where necessary, limitations on launch type.

### Accommodation

A suitable briefing facility of adequate size relative to the maximum student capacity should be available.

A quiet area for self-study purposes or testing should be available.

### Operational Publications

The following operational publications shall be available at least via online access to students and instructors and, where applicable, kept current by amendments:

- CAP 393 - Air Navigation: The Order and the Regulations

- BGA Laws and Rules
- BGA Instructors Manual
- BGA Safety Education materials
- NOTAMs
- National and UK Aeronautical Information Publication, including Danger Area and Activity Areas, Charts and NOTAM supplements
- National and UK Aeronautical Information Circulars
- Flight Manuals for the aircraft used on the course(s) on offer
- Standard meteorology reports and forecasts (in document or computer based formats)

### Club Information

Each BGA training site should maintain a clearly marked publication containing relevant information and instructions to enable instructors to perform their duties, and to give guidance to students on the format and content of the training course and any local requirements and/or safety considerations. This document provides the minimum content.

## (g) Testing & Examining Standards

The BGA is currently modifying its examining system to facilitate the eventual conversion to the new EASA system.

BGA examining and testing requirements and guidance are described in the BGA Flight Examiner Standards Document.

## (h) Insurance

All two-seat gliders used for instruction at BGA clubs must be insured for instruction, and insured at a level of third party and second seat liability, as described in BGA Laws and Rules. This level of insurance is regularly reviewed by the BGA Executive Committee. The BGA holds an Aviation Risk insurance policy for the event of a liability claim against the BGA, including one of its instructors, where the privileges of an instructors rating were required and were being exercised.

# PART 2 - DELIVERING THE BGA FLIGHT TRAINING AND THEORETICAL KNOWLEDGE SYLLABUS - WHO CAN DO WHAT

Basic instructors teach a limited number of upper air exercises, Assistant instructors and Full Instructors teach all gliding exercises in the flight training syllabus, and Full instructors can carry out Bronze flying tests.

However, instructors might find themselves faced with a training situation that they may be unfamiliar with. In these cases, it is always a good idea to ask the CFI for guidance. This section provides some basic guidance on who can do what in gliding flight training and testing.

NB: BGA Laws and Rules is the source document regarding any BGA standards or requirements.

## (a) Gliding Flight Training Syllabus

The following table lists the elements of the BGA gliding syllabus and *notes the valid Instructor rating or qualification required* to instruct each element and to sign any record card as being completed satisfactorily.

| Exercise | Detail | Instructor Rating Required |
|---|---|---|
| **Lookout** | • Technique, scan cycle & collision avoidance | BGA Full, Assistant or Basic<br>Basic cannot sign as completed |
| **Effects of Controls** | • Effects of elevator, rudder, aileron & flaps (if required)<br>• Speed monitoring & Control<br>• Adverse Yaw<br>• Co-ordination | BGA Full or Assistant<br>Basic for specific elements only - see Laws and Rules<br>Basic cannot sign as completed |
| **Use of Trim** | | BGA Full or Assistant |
| **The Straight Glide** | • Scan cycle<br>• Drift, Track & Heading | BGA Full or Assistant |
| **Turning** | • Entry, Exit and Maintenance<br>• Slip & Skid<br>• Regaining a Heading<br>• Steep Turns | BGA Full or Assistant |
| **Airbrakes (and/or Spoilers)** | • Effects | BGA Full or Assistant |
| **Approach Control** | • Normal<br>• Undershoot<br>• Overshoot | BGA Full or Assistant |
| **Landing** | • Final Approach<br>• Round Out<br>• Hold Off<br>• Landing<br>• Use of Wheel-brake<br>• Cross Wind Landing | BGA Full or Assistant |
| **Circuit Planning** | • Reference Point<br>• Normal Circuit<br>• Modified Circuit<br>• Effect of Wind<br>• Height Judgement | BGA Full or Assistant |
| **Launching** | • Equipment<br>• Launch Speeds<br>• Launch Techniques<br>• Launch Failures<br>• Launch Abandonment | BGA Full or Assistant |

| | | |
|---|---|---|
| **Stalling** | • Symptoms<br>• 1G Stalling<br>• Accelerated Stalling<br>• Lack of Effective Elevator at Stall<br>• Reduced G not reliable symptom of stalling | BGA Full or Assistant |
| **Spinning & Spiral Dives** | • Spinning - Recognition & Recovery<br>• Spiral Dive - Recognition & Recovery<br>• Further Spinning | BGA Full or Assistant |
| **Supervised Solo** | • Accurate circuits<br>• Local soaring | Supervised by BGA Full or by BGA Assistant where specifically authorised by the CFI |
| **Navigation** | • Planning<br>• In flight map reading navigation techniques<br>• In flight GPS navigation techniques (optional)<br>• In flight airspace awareness<br>• Lost procedure | BGA Full or Assistant and where SLMG used, BGA MGIR or CAA SLMG FI |
| **Field Landing** | • Field suitability and hazards<br>• Circuit judgement | BGA Full or Assistant and where SLMG used, BGA MGIR or CAA SLMG FI |
| **Pre & Post Flight Operations** | • Glider post assembly/rigging checks<br>• Pre-flight inspection including recording<br>• Obtaining NOTAMs<br>• Recording of flight time<br>• Glider parking/storage | BGA Full or Assistant |
| **Flight Tests**<br>**Theory Tests** | • Bronze & Cross Country Endorsement Tests | BGA Full as approved by the CFI<br>BGA Examiner |

## (b) Theoretical Knowledge

Theoretical knowledge training is vitally important. Much of the information needs to be absorbed by the student pilot through self-study. However, experienced guidance is important if the detail is to be properly understood.

Theoretical knowledge instruction can be delivered by any person approved to do so by the CFI.

Theoretical knowledge testing must be carried out by a Full Rated instructor or Examiner.

| Subject |
|---|
| **1 - Air Law and ATC Procedures** |
| **2 - Human Performance** |
| **3 - Meteorology** |
| **4 - Communications** |
| **5 - Principles of Flight - Sailplane** |
| **6 - Operational Procedures - Sailplane** |
| **7 - Flight Performance and Planning - Sailplane** |
| **8 - Aircraft General Knowledge, Airframe and Systems and Emergency Equipment** |
| **9 - Navigation - Sailplane** |

## (c) Instructor Ratings

The following table identifies the BGA rating or other qualification required to coach, train, test, recommend, revalidate or renew regarding the three BGA instructor ratings. Note that where 'BGA Regional Examiner' is quoted, a BGA FIE can carry out the task.

| Rating | Activity | BGA Rating Required |
|---|---|---|
| **Basic Instructor** | • Pre-course preparation<br>• Course delivery<br>• Rating issue<br>• Rating revalidation<br>• Rating renewal | • BGA Full<br>• BGA BI Coach, BGA Regional Examiner<br>• BGA HQ on recommendation<br>• CFI<br>• BGA Regional Examiner |
| **Assistant Instructor** | • Pre-course preparation<br>• Course delivery<br>• Rating issue<br>• Completion Course<br>• Rating revalidation<br>• Rating renewal | • BGA Full<br>• Approved BGA AI Coach<br>• BGA HQ on recommendation<br>• BGA Regional Examiner<br>• CFI<br>• BGA Regional Examiner |
| **Full Rating** | • Preparation<br>• Test<br>• Rating issue<br>• Rating revalidation<br>• Rating renewal | • BGA Full<br>• BGA Regional Examiner<br>• BGA HQ on recommendation<br>• CFI<br>• BGA Regional Examiner |

## (d) Aerobatic Ratings

The following table identifies the BGA rating or other qualification required to teach, check or test for the Aerobatic ratings.

| Activity Detail | BGA Rating Required |
|---|---|
| **Training**<br>Note. The various aerobatic ratings and associated syllabus are described in detail on the BGA website | • BGA Instructor formally approved by the BGA as an aerobatic instructor |
| **Testing**<br>Note. The aerobatic rating is not subject to calendar or other validity requirements | • BGA Full Instructor or BGA Examiner and formally approved by the BGA as an aerobatic instructor |

## (e) Cloud Flying Rating (CFR)

The following table identifies the BGA rating or other qualification required to teach, check or test for the Cloud Flying Rating (CFR)

| Activity Detail | BGA Rating Required |
|---|---|
| **Training** | • BGA Assistant or BGA Full and specifically authorised to teach cloud flying |
| **Testing including, Revalidation or Renewal**<br>Note. The BGA CFR is subject to 5 year validity during which the rating should be revalidated or if lapsed, renewed | • BGA Full or BGA Regional Examiner and specifically authorised to test and issue, revalidate or renew the BGA CFR |

## (f) Motor Glider Instructor Rating (MGIR)

The following table identifies the BGA rating or other qualification required to teach, check or test for the MGIR.

| Activity Detail | BGA Rating Required |
|---|---|
| **Training** | • BGA Full with BGA MGIR and appropriate SLMG ratings |
| **Testing and Renewal**<br>Note. The MGIR is valid for 2 years, after which it must be renewed | • BGA Regional Examiner with BGA MGIR and appropriate SLMG rating |

NOTE: The CAA SLMG Flying Instructor rating (SLMG FI) is a CAA rating. The BGA has delegated responsibility for managing SLMG Flying Instructor rating conversions from BGA Instructor ratings, and for delivering NPPL SLMG training at BGA club sites. This activity is overseen by the BGA SLMG senior examiner, who is a CAA SLMG FIE, working with a team of BGA recognized CAA authorised SLMG FE's and SLMG FI's.

# PART 3 - GIVING YOUR BEST AS AN INSTRUCTOR

## (a) Teaching & Learning

**Introduction**

It is not intended that this section of the companion be an exhaustive resource for the theory of teaching and learning, but to give an overview of some of the elements of this important subject.

**Benefits of focussing on teaching and learning techniques**

Engaging with students effectively and being able to use good teaching practices to get the message across enhances overall flight safety. In addition, organised and effective teaching methods makes the experience more enjoyable for both instructor and pupil, and research shows that it is effective interaction with instructors and organised training that retains pupils to Bronze stage and beyond. Indeed, many contend that good instructing techniques are the key to increasing sport gliding membership numbers.

## Learning - your student

**Why is the student there?**

Gliding draws it's trainees from a massive cross section of society. Within any club flying day, you may find members who are company directors, receptionists, lawyers, professional pilots, teachers, supermarket workers and a whole lot more. It is a challenge to get to the bottom of a pupil's motivation, but see below for suggestions for some student motivations:

1 - Just the next hobby to conquer

2 - Someone who enjoys being part of a club, and likes flying

3 - A pupil who wishes to use gliding as a stepping stone to other flying

4 - A pupil who is passionate about soaring flight.

As can be seen, the requirements of the list above will vary. Categories 1 and 2 may not appreciate too much motivational push from their instructor, whereas the others may well. It is up to the instructor to find out what motivates their pupil in order to use the appropriate teaching style.

The next consideration is - what does your pupil know already? It is important for an instructor to teach at an appropriate pace. You need to move the student from the known environment to the unknown, giving them the knowledge to do so along the way. Some pupils - perhaps the ones with some aeronautical knowledge - will be able to be brought on very quickly, because they already have some prior knowledge of the subject. With others, no prior knowledge can be assumed, and they will need more detailed hand-holding.

**Student needs**

Imagine you were embarking on a new adventure - for example, beginning learning how to sail. What would you expect when you turned up at the sailing club for your first lesson? How would you expect to be treated? Perhaps some of the following list may be on your mind:

1 - To be greeted by an enthusiastic instructor who was interested in me

2 - To feel confident in the instructors ability and knowledge

3 - To feel like my training was a priority

4 - To feel comfortable in the physical and mental environment

5 - To be given a coherent syllabus with some idea of how to attain the goals it contains.

Let's look back towards gliding and address each of the above points:

Point 1: It's easy to get stuck in a rut when the weather isn't to your liking, or there is a problem with the winch today, and you are keen to get home at a decent time, but the student is your (and your club and the whole gliding movement's) customer. It's essential to remain positive about things, and start to probe the student in order to tailor your instructional style as mentioned above.

Point 2: How would you feel at the sailing club if the scruffiest, most unkempt urchin arrived and announced that he was your instructor? Not important to some people, very important to most. It's good to present a (reasonably) professional first impression to the student. A confident and organised manner instils confidence. This does not mean bluffing if you are not sure of a point of fact. Most people can pick up this sort of thing, which is definitely not confidence inspiring. Say you don't know, and engage your student in finding out. This will bolster your instructor/pupil relationship instead of breaking it down.

Point 3: Make time for your student. Get to know what stage of training your students is at, and their strengths and weaknesses, before getting anywhere near a glider. Take time to explain exactly what is about to be demonstrated. Consider persuading the treasurer to charge by training session, rather than time in the air!

Point 4: In order to learn, one of the basics (and there's a lot of research to back this up) is that the student needs to feel comfortable in his or her environment. Of course, in the classroom this means not being intimidated by the instructor, the room being at a reasonable temperature, the seats reasonably comfortable, and being well hydrated, nourished and rested. The same can be said for airborne instruction, in addition to feeling comfortable about being moved on at the correct pace. It's no good forcing a student to spin a glider after the first few sessions if they will be frightened by the experience. This also means that 'calibrated frights' and similar extreme teaching methods do not generally work well.

Point 5: At the start of training, give the student the syllabus and give them some idea of where they can read up on the elements of that syllabus. After a training session, give them a steer about what they may be learning next, and where to find out about those elements of training.

## The instructor and instructional styles

Hopefully your aim as an instructor is to provide the best quality instruction you can. In the following couple of pages we look at how to provide the instruction for the pupil mentioned above.

**Instructional approaches**

Instructors are all individuals, and as such will all have individual styles of delivering a lesson. There are some styles though which are fairly essential to successful instruction.

**Questioning**

It's obvious that questions will have to be asked of the pupil at some stage, but consider what the likely response to the usual *any questions?* will be at the end of a long classroom briefing. Probably silence from a group, or *nop*e from an individual. Equally, the question *Do you understand?* very often elicits a *yup* from pupils. A far more effective method of questioning is the technique of eliciting the items of the briefing from your pupils. Using their prior knowledge of flying, it is usually possible for them to come up with the answers themselves during a brief. This technique has three advantages. The first is that, having come up with half the brief themselves, they will remember much more than the 30% which is the usual figure from an old fashioned brief. Secondly, you will stop the pupils falling asleep after the first few minutes and finally, it will give you some idea of their understanding without asking the useless question *Do you understand?*

Consider the simple example of how the elevator works. You could just tell the pupil that when you move the stick forward, the nose goes down. However, most people who are learning to fly will have an idea of the effect of the elevator, so you could ask them *what do you think happens when you move the stick forward*? You could then consolidate by asking what happens to the airspeed, and the noise and the attitude. Even someone off the street would benefit from this, and you haven't told them a single thing, just guided them to the correct conclusions. This works throughout flying training. Try it!

**Modelling behaviour**

One of the ways that the student learns is directly, by example from their instructor. This means that the example and style of flying set by the instructor is an indicator of how the student will fly when solo and beyond. An illustration of this is turning in early if low in the circuit. If the instructor flies a very conservative circuit, and always turns in early if the circuit is a bit low, then the student will do the same. If the instructor turns final at 200', and tells the student not to do the same thing themselves, the student will have that view of the circuit entrenched in their mind, and will do it themselves, thinking everything looks safe. To a certain extent, this premise applies when the instructor is flying solo as well.

**Facilitating students learning**

As discussed in the student section above, students come from many backgrounds. It's important to consider these things when considering how to motivate a pupil. Few people want absolutely no structure or syllabus, although the more social' member may (rarely) perceive organised instruction as being pushy. A solution to this is listening carefully and responding to the needs of the student. Agreeing to goals throughout training, however modest will provide the structure needed to make progress.

**Enthusiasm and fun**

Need any more be said? The sport of gliding exists to promote fun and in some cases, competitive flying. Of course, safety is paramount, but this should not detract from the fun aspect. Remember that something that is not exciting to the instructor (like flying a circuit in the overcast at 1000') is probably still the significant highlight of a students week.

**Responsibility**

Being an instructor of whichever category requires that you take responsibility for the high quality training of your pupils. It also means that if something is spotted that needs rectifying, you personally ensure that this is carried out by yourself, or by another suitable instructor. This is especially the case when supervising the solo flying of inexperienced pilots. See the section on supervision in the BGA Instructor Manual.

## Structuring flying training

**What's next?**

Before considering how to teach an exercise to a trainee glider pilot, we must first think through which exercise we are going to teach. This starts by questioning the student and using log books and record cards to ascertain their present knowledge before working out what the student's aptitude, as well as weather and aircraft, will allow us to teach. If previous training has been to a high standard, students will already know what they are likely to be doing today, and may have read up on the subject.

Some exercises follow on naturally from others, but as a basis, it is useful for the instructor to ask himself what skills the student will need to attempt a new exercise. Take approach control as an example. The student needs to have good speed control, know what the effect of the airbrakes are (drag, attitude and speed), and be able to fly in a coordinated manner in a straight line towards a fixed point, accounting for drift. If the student can't do this stuff accurately, they will not have a hope of being able to fly a reasonable approach.

**Continuity**

Flying with a single instructor throughout a pupil's entire training is probably less than ideal, as different instructors will have different methods of teaching a skill to a student. However, being taught by a whole raft of instructors - a different one perhaps every week for a couple of months - makes continuity of training all the more difficult. Recognising that this is the only way some clubs in the UK can run, it is essential that good communication, via the logbook, and in some cases by e-mail and word of mouth, is utilised. Even the simple act of writing in the logbook what the last instructor recommends as the next exercise is a huge help. Consider running structured courses - even over a weekend. This will go a long way to getting students over the odd awkward 'hump', and provide much needed continuity of training for at least a limited time.

## Training delivery

Delivering training can be split into two main categories teaching on the ground and teaching in the air.

**Teaching on the ground**

The aim of 'ground briefings' is that when the student gets airborne with an instructor he or she understands completely what is going to happen during the flight, and why. For a completely new concept or exercise, ground briefings are split into two. Long briefings, which take 20-40 minutes to explain something in detail, and short, or pre-flight briefings, which can occur on the airfield, outside the aircraft and should take no longer than 2-3 minutes.

**'Long Briefing'**

Where there is a new syllabus subject, a concept or an important safety issue to convey, it is almost impossible to conduct a detailed teaching session out in the open or with distractions. Put yourself in the position of the pupil. Would you understand the concept of stalling, including the reasons we practice it and how we practice it in a 10 minute brief stood next to the club K13, or even worse, sat in it with you talking to the back of the students head? There's no doubt that it would be a huge improvement to do it in the quiet of the bus, or the clubhouse with a bit of paper and a pen. Or even better to carry out a structured briefing or lesson in a quiet briefing room with a whiteboard. There are, of course, even more complicated exercises than stalling which absolutely must be explained in the correct environment.

Long briefings need to be structured correctly. This is too large a subject to delve into in great detail here, but as a basis, the following headings could be used as a framework to base your 'teach'.

- **Aim** - What are the objectives of the briefing? What should the student know at the end of the briefing? What is the point of doing the exercise? Why is it so important?
- **Airmanship** - What aspects of safety and good judgement does the student need to bear in mind? An example is height loss monitoring during spin training.
- **Questions and answers**. If a student isn't involved in the long briefing, he or she will not learn effectively.

**'Short Pre-flight briefing'**

Pre-Flight briefings ensure that both the student and the instructor are clear about the aims of the flight, who is flying during each stage of the flight, the planned flying exercises and any pertinent safety or airmanship issues. As the airfield is no place for a long, detailed briefing (and we certainly do not want to repeat the long briefing again ), they should be no longer than 2-3 minutes.

An example may be;

- **Aim** - *OK -the main aim of this flight is for me to teach you the aerotow. We'll also practice some thermalling.*
- **Airmanship** - *Remember to help me with the lookout throughout the flight. I'll be explaining what we would do if the rope broke as we tow out.*
- **Exercise** - *We have briefed the aerotow back in the clubhouse. The essential first actions are to keep the wings level with the ailerons, steer with the rudder and balance the glider on the main-wheel with the elevator. Keep your left hand on the release. Pull it if you can't keep the wings level. Other than that, sit back and relax I'll explain what's happening as it happens. I'm then going to leave you to fly the glider while we do some thermalling practice. I'll provide some advice from the back seat and help you with the lookout as well. Once we have finished that, I'm going to leave you to sort us out with a nice circuit. Remember, I won't say much. I'm looking for a safe circuit, which means if you need to turn in early or land on another runway to do a nice high final turn, then carry on. And as usual, I'm here and ready to take control if required.*
- **Check of Understanding** - As required, but with a minimum of Any Questions? *Are you happy with that? Then let's go!*

**Airborne Exercises**

Having briefed thoroughly, it is hoped that the student is clear about what's happening in the air. The teaching sequence to use in the air might be:

- Demonstrate
- Teach (remember to split the exercise into manageable chunks)
- Task (get them to have a go and remember - manageable chunks)
- Praise, and if required, re-teach/return to one of the above

Instructors sometimes merge the 'demonstration' element with the 'teach' element. The advantage of a demonstration is that it helps the student understand what the end product looks like. Each lesson needs to be approached differently. For example, you might demonstrate a spin, describing the symptoms, control inputs etc. Having done so, you can then begin to teach the exercise in whatever bite-sized chunks suit your student's needs, perhaps starting with teaching the recovery and leading up to the full exercise. Some students may learn from a spin demonstration combined with you teaching the whole entry and recovery in one go. The vast majority of students will need a very different bite-sized approach if you are to be an effective instructor.

Remember that the student does not have your understanding of the subject, so keep the content down to a reasonable amount during the flight. It is perfectly acceptable to have only taught 'staying in' the turn during one flight , as long as the pupil has got it for life!

When observing and feeding back pupils' faults during their flying, it's important to diagnose the cause of the fault before talking to the student, rather than the fault itself and being specific. For example, the student over-rotates during the winch launch. You could just tell the student to stop over-rotating, but this is very lazy instruction. Are they over-rotating because they are not using appropriate visual cues (looking from side to side and judging their angle), or using a technique on one glider that does not apply to another - like using pressure on the stick, or where the horizon intercepts the cockpit edge. Maybe they have been told they can slow the winch down by pulling back harder (possible on the older winches, not so the more powerful ones). There are many examples. Get to the bottom of the fault before intervening.

**Debrief**

Any debrief should be constructive, focussing on what the likely activities for the next session will be, and what to do to prepare/read for the next lesson. It is tempting to point out all the points that could be improved upon at this point. When a pilot is learning, there will be a lot of these! Concentrate on the pertinent points. Always end on a high.

**Conclusion**

Much of the above could be called common sense if the instructor puts him/herself in the position of the pupil learning to fly. The basic structures described above do work. Training is most interesting and satisfying for the instructor and effective for the student when a little time is given to preparing the correct exercises and tailoring them to the personal needs of the student. Although we normally charge by the minute in the air, good instruction starts as soon as the student drives in through the gate. Grasp the opportunity to give them the best 'training session' you can.

# PART 4 - SUPERVISING FLYING

Glider pilots who have yet to qualify to Bronze badge with cross country endorsement status (BGA Glider Pilot Licence standard) are unqualified glider pilots. As such they MUST be proactively supervised. Clearly the level of supervision varies with the circumstances.

Additionally, qualified pilots who find themselves facing difficult situations, for example due to lack of currency or due to unusual weather conditions, are likely to need supervising. In a club with a well-developed safety culture, the pilot facing the difficult conditions will ask for advice. Or local procedures will require that pilot to seek advice. However, instructors should always be aware of the possible need to 'step in' - diplomatically, of course - with some guidance if, in the instructor's judgement, it is felt necessary.

In all cases, it's incredibly helpful for glider pilots to watch each other's backs, offering the occasional pointer if it's felt necessary and in doing so help each other avoid danger.

**This note focusses solely on supervising unqualified pilots**. As an instructor you should ensure you make yourself aware of the contents of the BGA publication 'Supervision & Care of Pilots' which contains wider guidance.

## (a) Supervising Unqualified Pilots

All instructors have a moral obligation to look after pilots who have yet to demonstrate that they have the experience, knowledge and skill required to make their own decisions.

The BGA recommends that;

- Pilots who have yet to achieve the BGA GPL standard should be individually briefed and verbally authorised before a series of flights, and de-briefed afterwards
- The briefing should be given by the Instructor-in-Charge, or another specifically nominated instructor
- The briefing should at least cover the objectives of the flight and should include a discussion on potential weather issues and launch failure options

During the briefed flight, the Instructor-in-Charge or nominated instructor should stay aware of how the flight is progressing.

A post flight debrief should include an element of self-assessment and critique. Being open about errors and willing to improve are very important traits for glider pilots to develop in both a safety and a sporting context.

Any proposals for changes to this document should be proposed to the BGA Training Standards Manager via the BGA office office@gliding.co.uk