BGA TRAINING ORGANISATION

FLIGHT INSTRUCTOR (SAILPLANES) TRAINING PROGRAMME

V1.8 SEP 2025

CANDIDATE DETAILS (prior to starting the training)

Course Candidate Name		
Gliding Club		
Phone number		
Email		
Medical type (eg Class 2, LAPL or PMD) and expiry date		
Details of pilot licences and ratings held (e.g. SPL, PPL A, etc)		
Flight experience in respect of licence or rating held.	Pilot in command hours in: Sailplanes - TMGs - SSEA or SEP -	Instructing experience hours in: TMGs - SSEA or SEP - Other -

Where a candidate terminates membership of one club and joins another during training, the current training programme and associated records are to be copied and retained by the original club. The original training programme and associated records are to be transferred to the candidate's 'new' club via the Head of Training.

CONTENTS

1. INTRODUCTION AND GENERAL INFORMATION

The BGA training organisation supports Part-Sailplane Flight Crew Licensing (SFCL) compliant training. The BGA has developed a safety policy according to which all training activities are carried out and which complies with the BGA Safety Management System (SMS) manual.

FI(S) training is carried out in accordance with this training programme.

a. Site

The BGA training organisation operates from BGA club airfields which are suitable for the training being carried out as assessed by the CFI.

The training instructor(s) and student(s) must have access to a dry, warm and light briefing and rest facility.

b. Personnel

The BGA Head of Training is responsible for ensuring that the BGA training organisation supplies guidance that is compliant with Part-SFCL and reasonably supports BGA member gliding clubs.

The gliding club CFI is responsible for ensuring that club training is delivered compliant with Part-SFCL and BGA requirements.

Instructors delivering the flight training for this training programme must hold a valid Flight Instructor (Sailplanes) certificate with 315(a)(7) privileges, the relevant launch privileges and BGA instructor membership.

c. Aircraft

All training aircraft used must hold a valid certificate of airworthiness and hold appropriate insurance.

2. SAFETY POLICY

The BGA office is responsible for publication of the BGA Safety Management System (SMS) manual, which is available on the BGA members website (search Safety Management System).

Clubs are responsible for the safety of all training carried out at and from their site and for compliance with club and BGA incident and accident reporting requirements.

Instructors and student instructors must be directed to published club safety and operating requirements, which should be explained and referred to during training.

The student instructor should be encouraged to openly discuss safety related issues experienced during training in the context of a ‘just culture’.

3. PRE-COURSE ASSESSMENT

The need for a pre-course assessment ahead of the CFI confirming the candidate’s flying is of a standard suitable for instructor training should be determined by the club CFI taking into consideration the experience of a particular candidate. The following guide may be helpful.

1- Lookout and Airmanship
The trainee instructor must use standard lookout techniques; scanning the horizon, checking instrument readings and monitoring the position of the aircraft in relation to the home landing area. Where exercises are flown, they should be with consideration to height loss and position with respect to entering a normal circuit.

2 - Speed Control
The trainee instructor should demonstrate the ability to maintain safe and appropriate control over airspeed and attitude in any phase of flight. This can be tested while turning steeply (45deg) and maintaining the speed +/-5 Knots. The airspeed on any approach should never be below a pre – declared minimum, and not more than reasonable and appropriate for the conditions. The trainee instructor must maintain a safe speed (no matter the circumstances) on the winch launch.

3 – Flying in balance
All turns should be well co-ordinated. If mistakes in coordination are made, the trainee instructor must be able to recognise when the glider is beginning to yaw and act to smoothly remedy the situation.
There must be no tendency to over rudder turns - especially low turns.

4 - Circuit Planning
Circuits should be planned such that the final turn is completed at a safe height (normally above 300') and at a distance back from the landing area to allow an appropriate and stable approach. If a normal circuit cannot be flown, the glider should be positioned to achieve a safe landing with as high a final turn as safely possible in the circumstances.

5 - Winch Launch Failures
The trainee instructor should be able to fly the correct recovery procedure. Recovery speed should never be below the minimum discussed in eventualities and not more than reasonable. Turns should never be over-ruddered. The emphasis should be on getting safely back on the ground, disregarding convenience.

6 - Stalling and Spinning
Trainee instructors should be able to recognise a stall and the individual symptoms. They should be able to recover using least-height-loss techniques. They must be able to recognise the difference between a spin and a spiral dive and use the correct recovery for each. Full opposite rudder must be used on the recovery from a spin.

7 - Landings / Field Landings
Landings made by the trainee instructor must be fully held off. Trainee instructors should be able to safely land and stop in pre-arranged area. The approach should be planned to ensure spare energy is available should sink be encountered in the latter part. This means planning for a half to two thirds airbrake approach. The trainee instructor should be able to demonstrate more than one approach to suitable selected fields away from the home site in a self- launching sailplane or TMG.

8 – Winch launching
Winch launches and failures should always follow the standard safe launching profiles.

9 – Aerotowing
Must be able to handle out of position and descents on tow.

I am satisfied that the student instructor's standard of flying is appropriate for instructor training

CFI name		Student instructor name	
CFI signature		Student instructor signature	
Date		Date	

4. THE FI(S) COURSE

Terminology
Throughout this training programme, the instructor who is carrying out the instruction for a student instructor is described as a Flight Instructor Coach (FIC).

FI(S) applicant pre-requisites
Applicants for an FI(S) certificate shall:
(a) be at least 18 years of age
(b) hold an SPL including the privileges, ratings and certificates for which flight instruction is to be provided
(c) have completed 100 hours of flight time and 200 launches as PIC on sailplanes
(d) have completed an instructor training course in accordance with this training programme
(e) on completion of training, have passed an assessment of competence in accordance with SFCL.345 'Assessment of Competence'.

Course content
The FI(S) training course consists of:

- Teaching and learning theory
- Theoretical knowledge
- Part 1 Instructor training
- Part 2 Instructor training

Course training requirements
The FI(S) training course includes on sailplanes, excluding TMGs:

- 25 hours of teaching and learning
- 30 hours of theoretical knowledge instruction, including progress tests
- At least six hours, of which a maximum of three hours may be completed in TMGs, or 20 launches of flight instruction

Crediting:

- Applicants who already hold an instructor certificate in accordance with Part-BFCL or Part-FCL shall be fully credited towards the 25 hours of teaching and learning.
- When applying for an FI(S) certificate, a pilot who holds or has held an FI(A), (H) or (As) shall be credited with 18 hours towards the 30 hours of theoretical knowledge instruction, including progress tests.

Pre-course assessment
FI(S) course candidates must pass pre-course assessment of their ability to undertake the course within the 12 months preceding the start of the course. The pre-course assessment is detailed at appendix 1 **and must be completed prior to starting the course.**

Course aim
The aim of the FI(S) training course is to train SPL holders to achieve the required FI(S) competencies, i.e:
(a) prepare resources
(b) create a climate conducive to learning
(c) present knowledge
(d) integrate threat and error management (TEM) and crew resource management (CRM)
(e) manage time to achieve training objectives
(f) facilitate learning
(g) assess trainee performance
(h) monitor and review progress

(i) evaluate training sessions
(j) report outcome
Refer to AMC1 SFCL.325 FI(S) 'competencies and assessment'.

Student instructor performance standards

Throughout the course, the training should be both theoretical and practical. Practical elements should include the development of specific instructor skills, particularly in teaching and assessing Threat and Error Management (TEM).

The training and assessment of instructors should be made against the following performance standards:

Competency	Performance	Knowledge/understanding of
Prepare resources	(a) ensures adequate facilities; (b) prepares briefing material; (c) manages available tools;	(a) objectives; (b) available tools; (c) competency-based training methods;
Create a climate conducive to learning	(a) establishes credentials, role models appropriate behaviour; (b) clarifies roles; (c) states objectives; (d) ascertains and supports student pilot's needs.	(a) barriers to learning; (b) learning styles.
Present knowledge	(a) communicates clearly; (b) creates and sustains realism; (c) looks for training opportunities.	teaching methods
Integrate Human Factors and TEM	makes Human Factors and TEM links with technical training;	(a) Human Factors and TEM; (b) Causes and countermeasures against undesired aircraft states
Manage time to achieve training objectives	Allocates the appropriate time to achieve competency objective.	syllabus time allocation
Facilitate learning	(a) encourages trainee participation; (b) shows motivating, patient, confident and assertive manner; (c) conducts one-to-one coaching; (d) encourages mutual support.	(a) facilitation; (b) how to give constructive feedback; (c) how to encourage trainees to ask questions and seek advice.
Assesses trainee performance	(a) assesses and encourages trainee self-assessment of performance against competency standards; (b) makes assessment decision and provides clear feedback;	(a) observation techniques; (b) methods for recording observations.
Monitor and review progress	(a) compares individual outcomes to defined objectives; (b) identifies individual differences in learning rates; (c) applies appropriate corrective action.	(a) learning styles; (b) strategies for training adaptation to meet individual needs.
Evaluate training sessions	(a) elicits feedback from student pilots; (b) tracks training session processes against competency criteria; (c) keeps appropriate records.	(a) competency unit and associated elements; (b) performance criteria.
Report outcome	Reports accurately using only observed actions and events.	(a) training phase objectives; (b) individual versus systemic weaknesses.

General
Throughout the training course, its content and structure should allow the student instructor to develop safety awareness by teaching the knowledge, skills and attitudes relevant to the FI(S) task including at least the following:

- refresh the technical knowledge of the student instructor
- train the student instructor to teach
- the ground subjects and air exercises
- how to access all related sources of information
- ensure that the student instructor's flying is of a sufficiently high standard

- teach the student instructor the principles of basic instruction and to apply them at all training levels

Other than the section on teaching and learning, all the subject details contained in the ground and flight training syllabus is complementary to the SPL course syllabus.

The FI(S) training course should place particular emphasis on the role of the individual in relation to the importance of human factors in the man-machine interface as well as in the instructor-student interaction during theoretical knowledge instruction. Special attention should be paid to the applicant's maturity and judgement including an understanding of adults, their behavioural attitudes and variable levels of education.

During the training course, the applicants should be made aware that their own attitudes are key to flight safety. Identifying and avoiding complacency and improving safety awareness should be a fundamental objective throughout the training course. It is of major importance for the training course to aim at giving applicants the knowledge, skills and attitudes relevant to a flight instructor's task.

Use of simulators
Gliding simulators, including a simple arrangement of a screen and a stick, can be an excellent tool for introducing, practicing and developing exercise structure and patter in support of the course flight training requirement. The use of simulated gliding is encouraged. Simulator time cannot be counted towards the formal training requirements of the FI(S) training programme.

Recording training
The exercises described within this training programme are the formal 'Training Record'. Each of the exercises includes a brief statement of the standards expected from the student instructor before the exercise is signed as completed. The formal training record exercises must be signed as soon as completed by the FI(S) coach. FI(S) coaches should use the 'FIC Initials' column to keep track of elements completed. These initials are not compulsory. The FIC signature block **must** be signed when the whole exercise is complete.

All launches and flight time completed during the course must be logged in the student instructor's logbook and in each case signed by the FI(S) coach.

Resources
The following recommended resources will support the student instructor through this training programme:

- BGA – Instructor manual
- BGA – Student pilot manual
- BGA - Gliding (theory of flight)
- John McCullagh – Bronze and Beyond
- BGA - members website

Number of days training
There is no set number of days required to complete the FI(S) course. The important point is that the new FI(S) must complete the course requirements, including achieving a safe and competent standard.

Progress review
At or about the end of Part 1, a review of progress is to be carried out by an FE(S) uninvolved with the course to ensure that the student instructor's needs are being met, to confirm that the student instructor is making satisfactory progress, and if required, to agree refresher training on any aspect of training previously covered.

Course Completion
Following successful completion of the course, a course completion certificate is completed and certified by the Head of Training.

5. FI(S) COURSE - TEACHING AND LEARNING

The ability to teach students relies on not only good interpersonal skills, but also good training and organisational skills.

The required 25 hours of Teaching and Learning training is completed via a BGA facilitated T&L module, self-study and as integrated during ground and flight training.

The following competencies shall be achieved:

- Preparing resources
- Creating a climate conducive to learning
- Presenting knowledge
- Integrating TEM and CRM into their training
- Managing time appropriately and facilitating learning
- Monitoring, assessing and reviewing progress
- Seeking feedback from students to evaluate their own training

The attributes listed above will additionally be integrated during the flight training part of the course.

Teaching and Learning module completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Note: Please retain any 'Teaching and Learning Seminar' completion certificate issued on successful completion of the seminar. This may be required as supporting evidence when applying for the instructor certificate.

6. FI(S) COURSE - THEORETICAL KNOWLEDGE INSTRUCTION

Theoretical knowledge is developed during the course by a mix of 30 hours of self-study and during Part 1 and Part 2 training. The student instructor's theoretical knowledge will be assessed at the start of the course. The test can be set by any CFI or nominated FIC.

An FI(S) is not expected to be a theoretical knowledge expert. However, the instructor is expected to have both the level of theoretical knowledge and an understanding of how to access the sources of information needed to teach the SPL course content. Note: an 80% pass in all the SPL TK exams is a helpful indication of having the required level of theoretical knowledge.

Subject	**Satisfactory** FIC initial
Air Law	
Human performance	
Meteorology	
Communications	
Navigation	
Principles of flight	
Operational procedures	
Flight performance & planning	
Aircraft general knowledge	

Theoretical knowledge satisfactory (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

7. FI(S) COURSE – PART 1 TRAINING

The following Part 1 exercises must be completed. The format includes the formal 'Training Record'. Each of the exercises includes a brief statement of the standards expected from the student instructor before the exercise is signed as completed.

The formal training record exercises must be signed as soon as completed by the FI(S) coach. FI(S) coaches may use the 'FIC Initials' column to keep track of elements completed. These initials are not compulsory. The FIC signature block **must** be signed when the whole exercise is complete.

General

The air exercises are similar to those of the SPL training course but with additional items designed to cover the needs of a flight instructor.

The numbering of exercises should be used primarily as an exercise reference list and as a broad instructional sequencing guide. Therefore, the demonstrations and practices need not necessarily be given in the order listed. The actual order and content will depend upon the following interrelated factors:

- the student instructor's progress and ability
- the weather conditions affecting the flight
- the flight time available
- the instructional technique considerations
- the local operating environment
- the applicability of the exercises to the aircraft type

At the discretion of the instructors, some of the exercises may be combined whereas some other exercises may be done in several flights.

It follows that student instructors will eventually be faced with similar inter-related factors. They should be shown and taught how to develop flight lesson plans, taking these factors into account to make the best use of each flight lesson, combining parts of the set exercises as necessary.

Briefings and debriefings

The briefing normally includes a statement of the aim and a reference to principles of flight only if relevant. An explanation is to be given of exactly which air exercises are to be taught by the instructor and practised by the student during the flight. It should include how the flight will be conducted including who is to fly the aircraft and what airmanship, weather and flight safety aspects currently apply. The nature of the lesson will govern the order in which the constituent parts are to be taught.

The five basic components of the pre-flight briefing will be:

1. the aim
2. TEM
3. the air exercise(s)
4. flight briefing
5. check of understanding

After each exercise, the student instructor will debrief the FIC in the role of the student pilot to evaluate:

- whether the objectives have been fulfilled
- whether the errors are minor or major
- what can be corrected or improved
- whether the student pilot has reached the required level of competence, or the exercise must be repeated.

The FIC will validate each debriefing.

Planning of flight lessons
The development of lesson plans is an essential prerequisite of good instruction, and the student instructor is to be given supervised practice in the development and practical application of flight lesson plans.

‘Teaching a skill’
The student instructor will be taught the basic structure of teaching a flying skill, including:

- Demonstrate and teach
- Task
- Monitor
- Move on, or re-teach or re-task

General considerations
The student instructor should be trained to provide instruction at the SPL level.

During the training, the student instructor occupies the seat normally occupied by the FI(S). The instructor (FIC) providing this instructor training is normally taking over the role of the student pilot.

It is to be noted that airmanship is a vital ingredient of all flight operations. Therefore, in the following air exercises, the relevant aspects of airmanship are to be stressed at the appropriate times during each flight.

The student instructor should learn how to identify common errors and how to correct them properly.

Instructor safety considerations
The student instructor should be refreshed on the handover and takeover of control protocols.

Pre-flight TEM should take into consideration any potential for confusion within an instructor training environment.

During any launch or approach and landing scenario-based training during the course, the student instructor must be encouraged to take control from the FIC acting as a ‘student pilot’ as soon as the ‘student pilot’ does not fly the glider as briefed.

Exercise 1: Familiarisation with the sailplane

Objective To advise the student instructor on how to familiarise the student with the sailplane which will be used for the training and to test the student's position in the sailplane for comfort, visibility, and ability to use all controls and equipment. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.
TEM Any common ergonomic issues; shock absorbing foam; non duplicated instruments / controls in different cockpits; damage reporting.
Briefing and exercise The student instructor has to: • present the type of sailplane which will be used • explain the cockpit layout: instruments and equipment • explain the flight controls: stick, pedals, airbrakes, flaps (if available), cable release, undercarriage (if available) • check the position of the student on the seat for comfort, visibility, ability to use all controls • explain the use of the harness • demonstrate how to adjust the rudder pedal • explain the differences when occupying the instructor's position; and • explain all checklists, drills, and controls.
Debriefing See 'Briefing and debriefings'
Completion standards Student instructor can satisfactorily describe the sailplane parts and equipment and teach how to use and adjust them.

Exercise 1 completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

This is a management tool to help FICs track which elements are incomplete

Exercise 2: Procedure in the event of emergencies

Objective To advise the student instructor on how to familiarise the student with the use of the parachute and how to explain the bail-out procedure in case of emergency. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
TEM Aircraft bailout issues	
Briefing and exercise The student instructor has to:	FIC Initials
• Explain how to handle the parachute with care (transport, storage and drying after use)	
• Demonstrate the adjustment of the parachute harness	
• Aid the student to perform the adjustment of the parachute harness	
• Demonstrate the attachment of the static line of the parachute (may be simulated)	
• Explain the bail-out procedure (especially from a sailplane in unusual attitude)	
• Practice the bail-out procedure	
• Explain the procedure for landing with a parachute in normal conditions and with a strong wind	
• Demonstrate and practice parachute landing fall	
Debriefing See 'Briefing and debriefings'	
Completion standards Student instructor can satisfactorily describe the procedures to follow in the event of an emergency in flight or on the ground.	

Exercise 2 completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 3 – Preparation for flight

Objective To advise the student instructor on how to explain all the operations to be completed prior to flight. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
TEM Distractions during internal/external and pre-flight checks	
Briefing The student instructor has to explain:	FIC Initials
• the need for a pre-flight briefing	
• the structure and the content of this briefing	
• which documents are required on board	
• which equipment is required for a flight	
• how to handle the sailplane on the ground, how to move it, how to tow it out and how to park it	
• how to carry out a daily inspection	
• how to carry out a 'walk around' pre-flight inspection	
• the procedure for verifying in-limits mass and balance	
• the pre-launch checks (checklist)	
Exercise The student instructor has to demonstrate:	
• the need for a pre-flight briefing	
• that the required documents are on board	
• that the equipment required for the intended flight is on board	
• how to handle the sailplane on the ground, move it to the start position, tow it out and park it	
• how to perform a DI, positive control checks, and a 'walk around' inspection	
• how to verify in-limits mass and balance	
• how to adjust harness as well as seat or rudder pedals	
Debriefing See 'Briefing and debriefings'	
Completion standards Student instructor can satisfactorily explain and demonstrate the required items.	

Exercise 3 completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 4 – Initial flying lesson

Objective To advise the student instructor on how to familiarise the student with being in the air, with the area around the airfield, to note his/her reactions in this situation, and to draw his/her attention to safety and look-out procedures. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
TEM Distractions, collision, range to the airfield. Student adverse reaction. Handing over and taking control / guarding controls on very early flights	
Briefing The student instructor has to explain:	FIC Initials
• the area around the airfield	
• the need for and how to look out	
• handover/takeover control protocol	
Exercise The student instructor has to:	
• show the noteworthy references on the ground	
• analyse the reactions of the student	
• ensure the student looks out (safety)	
Debriefing See 'Briefing and debriefings'	
Completion standards Student instructor can satisfactorily explain the need for lookout, the handover/takeover protocol, and analyse student understanding of those points during flight.	

Exercise 4 completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 5 – Effects of controls

Objective To advise the student instructor on how to: • demonstrate the primary effects of each control with the help of visual references; • train the student pilot to recognise when the sailplane is no longer in a normal attitude along one of the axes and to return to the normal attitude • train continuous and efficient look-out during these exercises • analyse and correct errors and student pilot mistakes as necessary.	
TEM Collision, range to the airfield, student adverse reaction, handing over / taking over control.	
Briefing The student instructor has to explain:	FIC Initials
• definitions of the axis of a sailplane	
• look-out procedures	
• visual references along each axis	
• primary effects of controls when laterally level	
• relationship between attitude and speed	
• use of flaps	
• use of airbrakes	
Exercises The student instructor must demonstrate:	
• visual references in flight (eg normal gliding attitude)	
• primary effect of elevator	
• relationship between attitude and speed (inertia)	
• primary effect of rudder on the rotation of the sailplane around the vertical axis	
• primary effect of ailerons on banking	
• effect of airbrakes (including changes in pitch when airbrakes are extended or retracted)	
• effects of flaps (provided the sailplane has flaps)	
• how to teach all the exercises, including with effective lookout	
• how to analyse and correct errors as necessary.	
Debriefing See 'Briefing and debriefings'	
Completion standards While appropriately prioritising lookout, the student instructor should be able to explain and teach the effects of the controls.	

Exercise 5 completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 6 – Co-ordinated rolling to and from moderate angles of bank

Objective To advise the student instructor on secondary effects of controls and on how to teach the student to coordinate ailerons and rudder in order to compensate for the adverse yaw effect. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
TEM Collision, range to the airfield, student adverse reaction/ handing over / taking over control	
Briefing The student instructor has to explain:	FIC Initials
• secondary effects	
• adverse yaw	
• how to compensate for the adverse yaw	
• further effect of the rudder	
Exercises The student instructor has to demonstrate:	
• adverse yaw	
• further effect of rudder	
• coordination of rudder and aileron controls to compensate for adverse yaw	
• rolling to and from moderate angles of bank (20 to 30 °) and returning to a level attitude	
• how to teach all the exercises, including with effective lookout	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards While appropriately prioritising lookout, the student instructor should be able to explain and teach co-ordinated rolling to and from moderate angles of bank.	

Exercise 6 completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 7 – Straight flying

Objective To advise the student instructor on how to train the student to maintain straight flight with a constant heading without slipping and skidding. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
Note 'Lookout, attitude, instruments'.	
TEM Collision, range to the airfield.	
Briefing The student instructor has to explain:	FIC Initials
• how to maintain straight flight	
• different air speed limitations	
• pitch stability of the sailplane	
• effect of trimming	
Exercises The instructor student has to demonstrate:	
• maintaining straight flight	
• inherent pitch stability	
• control in pitch with visual references and speed	
• use of trim	
• control of pitch and roll attitude with visual references	
• instrument monitoring	
• control of direction using ground visual references	
• look-out procedures during all the exercises	
• how to teach the exercises, including with effective lookout	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards While appropriately prioritising lookout, the student instructor should be able to explain and teach how to maintain straight flight with satisfactory speed control and without skidding or slipping.	

Exercise 7 completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 8 - Turning

Objective To advise the student instructor on how to teach students to fly turns and circles with a moderate constant bank of about 30 ° with constant attitude (speed) and coordinated flight. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
TEM Collision, range to the airfield	
Briefing The student instructor has to explain:	FIC Initials
• forces on the sailplane during a turn	
• need to look out before turning	
• sequences of a turn (entry, stabilising and exiting)	
• common faults during a turn	
• how to turn on to selected headings, use of compass	
• use of instruments (slip ball or yaw string) for precision	
Exercises The student instructor has to demonstrate:	
• look-out procedure before turning	
• entering a turn (correction of adverse yaw)	
• maintaining a turn (keeping the attitude and compensating the induced roll)	
• exit from a turn	
• most common faults in a turn	
• turns on to selected headings (use landmarks as reference)	
• use of yaw string (or slip ball) for precision	
• how to teach the exercises, including with effective lookout	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards While appropriately prioritising lookout, the student instructor should be able to explain and teach how to turn at moderate bank angles with a constant speed and without skidding or slipping.	

Exercise 8 completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 9a – Slow flight

Objective To advise the student instructor on how to improve the student's ability to recognise inadvertent flight at critically low speeds (high angle of attack) and to provide practice in maintaining the sailplane in balance while returning to normal attitude (speed). Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
TEM Collision, Range to the airfield	
Briefing The student instructor has to explain:	FIC Initials
• characteristics of slow flight	
• risks of inadvertently stalling	
Exercises The student instructor has to check that the airspace below the sailplane is free of other aircraft before starting the exercise (HASSELL). The student instructor has to demonstrate:	
• controlled flight down to critically high angle of attack (slow air speed), and draw the attention of the student to the nose up attitude, reduction of noise, reduction of speed	
• return to the normal attitude (speed)	
• how to teach the exercises, including with effective lookout	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards While appropriately prioritising lookout, the student instructor should be able to explain the risk from slow flight and stalling and teach how to recognise and recover from slow flight.	

Exercise 9a completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 9b - Stalling

Objective To advise the student Instructor on how to improve the student's ability to recognise a stall and to recover from it. This includes stall from a level flight and stalls when a wing drops. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
Note Consideration is to be given to manoeuvre limitations and references to the flight manual or equivalent document (for example, owner's manual or pilot's operating handbook) in relation to mass and balance limitations. The safety checks should take into account the minimum safe altitude for initiating such exercises in order to ensure an adequate margin of safety for the recovery. If specific procedures for stalling or spinning exercises and for the recovery techniques are provided by the flight manual or equivalent document (for example, owner's manual or pilot's operating handbook), they have to be taken into consideration. These factors are also covered in subsequent stalling and spinning exercises.	
TEM T&E: Collision while control effectiveness is degraded, range to airfield M: Lookout as a priority; HASELL; effective EC use, safe height to return	
Briefing The student instructor has to explain:	FIC Initials
• the mechanism of a stall	
• the effectiveness of the controls at the stall	
• pre-stall symptoms, recognition and recovery	
• factors affecting the stall (importance of the angle of attack and high-speed stall)	
• effect of flaps if any on the sailplane	
• effects of being out of balance	
• safety checks before stalling	
• stall symptoms, recognition and recovery	
• recovery when a wing drops (un-commanded roll)	
• approach to stall in the approach and in the landing configurations	
• recognition and recovery from accelerated stalls	

Continued Exercise 9b - stalling

Exercises The student instructor has to demonstrate:	FIC Initials
• HASSELL safety checks	
• pre-stall symptoms, recognition and recovery	
• stall symptoms - recognition and recovery from the straight stall, the mush stall and the wing drop stall	
• stall and recovery in the approach and in the landing configurations	
• recognition and recovery from accelerated stalls	
• recognition and recovery at the pre-stall stage with 'instructor induced' distractions	
• how to teach the exercises, including with effective lookout	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to explain stalling and while appropriately prioritising lookout, safely teach how to recognise and recover promptly (with minimum height loss) from any stall.	

Exercise 9b completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 12a – Circuit planning

Objective To advise the student instructor on how to teach the student to fly a safe circuit. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
TEM Collision. Getting low in the circuit. Handover/takeover. Guarding controls.	
Briefing The student instructor has to explain:	FIC Initials
• the procedures for rejoining the circuit	
• the procedures for collision avoidance, look-out techniques, and radio calls	
• the pre-landing check	
• the normal circuit procedures, downwind leg, diagonal leg, base leg	
• the use of flaps (if applicable)	
Exercise The student instructor has to demonstrate:	
• procedures for collision avoidance and the look-out techniques	
• procedures for joining the circuit	
• pre-circuit/landing check	
• circuit planning and contingencies (for example, running out of height)	
• use of radio in the circuit	
• how to teach the student pilot to fly a safe circuit, including with effective lookout	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to explain the circuit and teach on the ground and in the air including contingencies such as running out of height. The student instructor must be able to explain WHY they are making decisions during their demonstrations.	

Exercise 12a completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 14 – Advanced turning

Objective To advise the student instructor on how to teach steep turns or circles (45 ° banking) at constant attitude (speed) and with the yaw string centred. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
TEM Collision, inadvertent spiral dives, handing / taking over control.	
Briefing The student instructor has to explain:	FIC Initials
• the relationship between banking and speed	
• how to master steep turns or circles	
• the unusual attitudes which can occur (stalling or spinning and spiral dive)	
• how to recover from these unusual attitudes	
Exercise The student has to demonstrate:	
• steep turns (45 °) at constant speed and with the yaw string centred	
• common errors (slipping and skidding)	
• unusual attitudes and how to recover from them	
• how to teach the student pilot to fly steep turns, including with effective lookout	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards While appropriately prioritising lookout, the student instructor should be able to explain and teach how to enter and maintain a steep (~45 deg) turn through at least 360 degrees at nominated speed and in balance, and with an exit heading towards a nominated feature.	

Exercise 14 completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Part 1 progress review

Objective

To check that the student instructor's needs are being met, to confirm that the student instructor is making satisfactory progress, and if required, to agree refresher training on any aspect of training previously covered.

The course progress review is carried out by an FE(S) who to date has not provided a significant amount student instructors training.

Progress review completed and next steps agreed: FE(S) and student instructor to sign.

FE(S) name		**Student instructor name**	
FE(S) signature		**Student instructor signature**	
Date		**Date**	

8. FI(S) COURSE – PART 2 TRAINING

The following Part 2 exercises must be completed. The format includes the formal 'Training Record'. Each of the exercises includes a brief statement of the standards expected from the student instructor before the exercise is signed as completed.

The formal training record exercises must be signed as soon as completed by the FI(S) coach. FI(S) coaches may use the 'FIC Initials' column to keep track of elements completed. These initials are not compulsory. The FIC signature block **must** be signed when the whole exercise is complete.

General

The air exercises are similar to those of the SPL training course but with additional items designed to cover the needs of a flight instructor.

The numbering of exercises should be used primarily as an exercise reference list and as a broad instructional sequencing guide. Therefore, the demonstrations and practices need not necessarily be given in the order listed. The actual order and content will depend upon the following interrelated factors:

- the applicant's progress and ability
- the weather conditions affecting the flight
- the flight time available
- the instructional technique considerations
- the local operating environment
- the applicability of the exercises to the aircraft type

At the discretion of the instructors, some of the exercises may be combined whereas some other exercises may be done in several flights.

It follows that student instructors will eventually be faced with similar inter-related factors. They should be shown and taught how to develop flight lesson plans, taking these factors into account to make the best use of each flight lesson, combining parts of the set exercises as necessary.

Briefings and debriefings

The briefing normally includes a statement of the aim and a reference to principles of flight only if relevant. An explanation is to be given of exactly which air exercises are to be taught by the instructor and practised by the student during the flight. It should include how the flight will be conducted including who is to fly the aircraft and what airmanship, weather and flight safety aspects currently apply. The nature of the lesson will govern the order in which the constituent parts are to be taught.

The five basic components of the pre-flight briefing will be:

- the aim
- TEM
- the air exercise(s)
- flight briefing (e.g. who, what, when)
- check of understanding

After each exercise, the student instructor will debrief the FI(S) in the role of the student pilot. The debriefing is to evaluate:

- whether the objectives have been fulfilled

- whether the errors are minor or major
- what can be corrected or improved
- whether the student pilot has reached the required level of competence or the exercise must be done again
- The instructor coach will validate the debriefing.

Planning of flight lessons
The development of lesson plans is an essential prerequisite of good instruction and the student instructor is to be given supervised practice in the development and practical application of flight lesson plans.

'Teaching a skill'
The student instructor will be taught the basic structure of teaching a flying skill, including:

- Demonstrate and teach
- Task
- Monitor
- Move on, or re-teach or re-task

General considerations
The student instructor should be trained to provide instruction at the SPL level.

During the training, the student instructor occupies the seat normally occupied by the FI(S). The instructor (FIC) providing this instructor training is normally taking over the role of the student pilot.

It is to be noted that TEM and airmanship are vital ingredients of all flight operations. Therefore, in the following air exercises, the relevant aspects are to be stressed at the appropriate times during each flight.

The student instructor should learn how to identify common errors and how to correct them properly.

Instructor safety considerations
The student instructor should be refreshed on the handover and takeover of control protocols.

Pre-flight TEM should take into consideration any potential for confusion within an instructor training environment.

During any launch or approach and landing scenario-based training during the course, the student instructor must be encouraged to take control from the FIC acting as a 'student pilot' as soon as the 'student pilot' does not fly the glider as briefed.

Exercise 10a - Recognition and avoidance of spins

Objective To advise the student instructor on how to improve the student's ability to recognise a spin at the excessive wing drop stage and to recover from it. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
Note This exercise covers the BGA exercise 'stall with wing drop', as well as discussing some of the spin related issues. This is not a full spin but focusses on the very important *spin avoidance cues*.	
TEM Collision, range to the airfield, minimum recovery height, over-speeding, overstressing, weight and balance, handing over / taking over controls, inappropriate recovery, guarding controls appropriately. Consideration of manoeuvre limitations and the need to **refer to the aircraft flight manual**.	
Briefing The student instructor has to explain:	FIC Initials
• when a pilot is likely to spin the glider, how to recognise those situations, and explain techniques for managing those situations to avoid spinning	
• why a sailplane spins and how to recover from a spin	
• how to recognise the symptoms of a spin (not to be confused with spiral dive)	
• what are the parameters influencing the spin	
• how to recognise and recover from excessive wing drop, ie about 45°	
Exercises The student instructor has to demonstrate: • HASSELL safety checks	
• stalling and recovery at the stall with excessive wing drop, ie about 45°	
• recognition and recovery with 'instructor induced' distractions	
• how to teach recognition and the correct recovery	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to explain spinning, and while appropriately prioritising lookout, safely teach how to recognise and avoid a spin.	

Exercise 10a completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 10b – Entry and recovery from developed spins

Objective To advise the student instructor on how to teach the student pilot to recognise a developed spin and to recover from it. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
TEM Collision, range to the airfield, minimum recovery height, over-speeding, overstressing, weight and balance, handing over / taking over controls, inappropriate recovery, guarding controls appropriately. Consideration of manoeuvre limitations and the need to **refer to the aircraft flight manual**.	
Briefing The student instructor has to explain:	FIC Initials
• when a pilot is likely to spin the glider, how to recognise those situations, and explain techniques for managing those situations to avoid spinning	
• the spin entry	
• the symptoms of a real spin and the recognition and identification of spin direction	
• the symptoms of a spiral dive, recognition and recovery	
• the spin recovery	
• use of controls	
• effects of flaps (flap restriction applicable to type)	
• the effect of the CofG upon spinning characteristics	
• spinning from various flight attitudes (further spinning exercises can be introduced here)	
• the sailplane limitations	
• safety checks	
• common errors during recovery	
Exercises The student instructor has to demonstrate:	
• HASSELL safety checks	
• spin entry	
• recognition and identification of the spin direction	
• spin recovery	
• effects of flaps (restrictions applicable to sailplane type)	
• spinning and recovery from various attitudes(further spinning exercises (departure from a winch launch and off a steep / thermal turn) should be introduced here)	
• recognition and recovery from a spiral dive	
• how to teach the exercise	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to explain spinning, and while appropriately prioritising lookout, safely teach how to recover from developed spins as well as spiral dives.	

Exercise 10b completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 11a – Winch launch (note: it is ideal if an FI(S) can teach both the winch launch and the aerotow launch method. However, only one method is required to complete the course)

Objective To advise the student instructor on how to teach winch launches and on how to make sure that their student will manage an aborted launch. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
TEM Refer safe winch launching guidance. Guarding controls. Key issue - take control if student pilot does not react correctly as there is no time to prompt.	
Briefing The student instructor has to explain:	FIC Initials
• the signals or communication before and during launch	
• the use of the launching equipment	
• the pre-take-off checks	
• the procedure for into wind take-off	
• the procedure for crosswind take-off	
• the safe and adequate profile of winch launch and limitations	
• the launch failure procedures	
Exercise The student instructor has to demonstrate:	
• use of the launching equipment	
• pre-take-off checks	
• into wind take-off	
• crosswind take-off	
• safe and adequate profile of winch launch and limitations	
• launch failure procedure including launch failure recoveries Note: *at least* 3 practice launch failure exercises are required – straight ahead, turning recovery, and ultra-low demo.	
• how to teach the student pilot to perform safe winch launches	
• how to teach the student pilot to manage an aborted/failed launch (different heights and speeds)	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to explain winch launching including safety precautions, and safely teach winch launching and winch launch failure recognition and recovery.	

Exercise 11a completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 11b – Aerotow launch (note: it is ideal if an FI(S) can teach both the winch launch and the aerotow launch method. However, only one method is required to complete the course)

Objective To advise the student instructor on how to teach aero towing and on how to make sure that their student will manage an aborted launch. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
TEM Refer safe aerotow launching guidance. Guarding controls. Key issue - take control if student pilot does not react correctly as there is no time to prompt. Ensure appropriate focus on the towing aircraft.	
Briefing The student instructor has to explain:	FIC Initials
• the signals or communication before and during launch	
• the use of the launch equipment	
• the pre-take-off checks	
• the procedure for into wind take-off	
• the procedure for crosswind take-off	
• the procedure on tow: straight flight, turning and slip stream	
• the recovery from out-of-position on tow	
• the procedures in case of launch failure and abandonment	
• the descending procedure on tow (towing aircraft and sailplane)	
• the reasons for launch failures and abandonment or procedures inc straight ahead options	
Exercise The student instructor has to demonstrate:	
• signals before and during launch	
• use of the launch equipment	
• pre-take-off checks	
• into wind take-off	
• crosswind take-off	
• the tow: straight flight, turning and slip stream	
• recovery from out-of-position on tow	
• launch failure and abandonment procedure with and without response to a signal from the tow plane; (this exercise can be usefully supplemented using a TMG)	
• descending on tow	
• how to teach the student pilot to perform safe aerotow launches	
• how to teach the student pilot to manage an aborted/failed launch including straight ahead options	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to explain aerotow launching including safety precautions, and safely teach aerotowing, emergency and launch failure recognition and recovery.	

Exercise 11b completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 11c – Self launch (note: this is an optional exercise for use where required)

Objective To advise the student instructor on how to teach self-launching and on how to make sure that their student will manage an aborted launch. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
TEM Climb performance. Guarding controls. Key issue - take control if student pilot does not react correctly as there is no time to prompt. Ensure appropriate focus on the towing aircraft.	
Briefing The student instructor has to explain:	FIC Initials
• engine extending and retraction procedures	
• engine starting and safety precautions	
• pre-take-off checks	
• noise abatement procedures	
• checks during and after take-off	
• into wind take-off	
• crosswind take-off	
• the procedure in case of power failure including partial power failure, including land ahead	
• the procedure in case of abandoned take-off	
• maximum performance and soft field take-off and performance calculations	
Exercise The student instructor has to demonstrate:	
• engine extending and retraction procedures	
• engine starting and safety precautions	
• pre-take-off checks	
• noise abatement procedures	
• into wind take-off	
• crosswind take-off	
• power failures and procedures	
• abandoned take-off procedure	
• maximum performance take-off and soft field take-off	
• how to teach the student pilot to perform safe self-launches	
• how to teach the student pilot to manage an aborted/failed launch at different heights including straight ahead options	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to explain aerotow launching including safety precautions, and safely teach aerotowing, emergency and launch failure recognition and recovery.	

Exercise 11c completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 12b – Approach and landing

Objective To advise the student instructor on how to teach the student to fly a safe approach and to land the sailplane. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
TEM Collision. Getting low in the circuit and approach. Energy management on the approach. Handover/takeover. Guarding controls. Key issue - take control if student pilot does not react correctly on approach or landing as there is no time to prompt.	
Briefing The student instructor has to explain:	FIC Initials
• the effect of wind on approach and touchdown speeds	
• the visualisation of a reference point	
• the approach control and use of airbrakes	
• the use of flaps (if applicable)	
• the procedures for normal and crosswind approach and landing	
Exercise The student instructor has to demonstrate:	
Approach: • procedures for collision avoidance and look-out techniques;	
• effect of wind on approach and touchdown speeds	
• visualisation of a reference point	
• approach control	
• use of airbrakes	
• use of flaps (if applicable)	
• approaches into wind	
• approaches crosswind	
• sideslipping	
• how to teach the student pilot to fly a safe approach	
• how to analyse and correct errors as necessary	
Landing • landings into wind	
• landings crosswind	
• ballooned landing (demo only)	
• how to teach the student pilot to perform a safe landing	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to explain the approach and landing, and safely teach both, including contingencies such as managing undershoot and overshoot scenarios, and ballooned landings.	

Exercise 12 completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 13 – First solo

Objective To advise the student instructor on how to prepare their students for the first solo flight.	
TEM Perceived pressures of this milestone. Nothing must drive the student's readiness for this except their preparedness and completion of relevant exercises.	
Briefing The student instructor has to explain:	FIC Initials
• the limitations of the flight (awareness of local area and restrictions)	
• the use of required equipment; and	
• the effect of the CG on the longitudinal stability of the sailplane.	
• pre-solo theoretical knowledge requirements including in respect of airspace	
• the limitations of a restricted FI(S) rating	
Exercise The student instructor has to:	
• check with another or more senior instructor if the student can fly solo	
• monitor the flight; and	
• debrief the flight with the student	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to explain how to prepare a student pilot for first solo and describe their responsibilities before during and after the flight.	

Exercise 13 completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Flight training scenarios

Throughout the course, the trainee instructor will gain experience in practicing and teaching the flight exercises, including following effective fault-finding to correct and assist a student pilot's progress. In addition, the student instructor should demonstrate the ability to plan and manage a training flight that provides safe, effective airborne learning whilst the student pilot also practices previously learnt skills.

Objective To advise the student instructor on the practical application of the planning and management of training flights and safe in-flight instructional technique.	
TEM High workload and distraction *for the instructor* due to poor preparation, eg. incomplete pre-flight checks, range from airfield, collision, airspace infringement.	
Briefing The student instructor has to explain:	FIC Initials
• how to read a student training record	
• how to plan a training flight to incorporate a lesson and student pilot practice of previously learnt skills	
• how to minimise instructor distraction	
• how to effectively monitor the student pilot's actions	
• how to guard the controls	
• when to take control	
Exercises The student instructor has to demonstrate:	
• planning a training flight to incorporate a lesson and student pilot practice of previously learnt skills (based on a brief by the FIC)	
• awareness of potential distraction and mitigating techniques	
• effective monitoring of student pilot actions including lookout	
• guarding of controls	
• appropriate take-over of control	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor can plan a training flight to incorporate an appropriate lesson and student pilot practice of previously learnt skills, minimises the opportunity for instructor distraction, effectively monitors the student pilot's actions, guards the controls effectively, takes control when the situation requires, and appropriately guides the student pilot's progress.	

Flight Training Scenarios completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercises 15a, b and c – Soaring

Notes for exercises 15a to 15c

If the weather conditions during the instructor training course do not allow the practical training of soaring techniques, all items of the air exercises only must be discussed and explained during a detailed briefing exercise.

Pt.1 or 2 Exercise 15a: Thermal soaring (**see notes for exercises 15a-15c**)

Objective To advise the student instructor on how to teach the student to recognise and detect thermals, on how to join a thermal and on how to look out, in order to avoid mid-air collisions. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
Note G. Dale, The Soaring Engine volume 1.	
TEM Range to the airfield, collision, airspace, use of GPS moving maps, EC limitations. Awareness of the BGA 'Soaring Protocol'.	
Briefing The student instructor has to explain:	FIC Initials
• the look-out procedures	
• the detection and recognition of thermals	
• the use of audio soaring instrument	
• the procedure for joining a thermal and giving way	
• how to fly in close proximity to other sailplanes	
• how to centre in thermals	
• how to leave thermals	
Exercises The student instructor has to demonstrate:	
• look-out procedures	
• detection and recognition of thermals	
• use of audio soaring instruments	
• joining a thermal and giving way	
• procedure for flying in close proximity to other sailplanes	
• centring in thermals	
• leaving thermals	
• how to teach the student pilot to recognise and detect thermals	
• how to teach the student pilot to join, stay in and leave a thermal and how to look out	
• how to analyse and correct errors as necessary.	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to explain and teach how to detect and safely enter, make efficient use of, and leave thermals that are occupied by other sailplanes.	

Exercise 15a completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 15b: Ridge soaring (see notes for exercises 15a-15c)

Objective To advise the student instructor on how to teach the student to fly safely on ridges, to control their speed, and to apply the rules in order to avoid mid-air collisions. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
Note FFVP Safety in Mountain Flying, FAA Glider Handbook Section 10, and G. Dale, The Soaring Engine volume 1	
TEM Awareness/avoidance of people on the ground, collision with terrain/objects and other aircraft, distance from airfield, EC limitations, landing options. Awareness of the BGA 'Soaring Protocol'.	
Briefing The student instructor has to explain:	FIC Initials
• look-out procedures	
• the ridge flying rules	
• the recognition of safe and adequate flight path	
• speed control	
Exercises The student instructor has to demonstrate:	
• look-out procedures	
• practical application of ridge flying rules	
• recognition of safe and adequate flight path	
• speed control	
• how to teach the student pilot to fly safely on ridges	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to explain and teach how to make safe and efficient use of a ridge, including how to safely interpret any exemption from low flying rules.	

Exercise 15b completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 15c: Wave soaring (see notes for exercises 15a-15c)

Objective To advise the student instructor on how to introduce students to wave flying and to teach them to fly safely at high altitude. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
Note FAA Glider Handbook Section 10, and G. Dale, The Soaring Engine volume 2.	
TEM Collision, loss of situational awareness regarding navigation and airspace, use of GPS moving maps, EC limitations. Awareness of the BGA 'Soaring Protocol'.	
Briefing The student instructor has to explain:	FIC Initials
• the look-out procedures	
• the techniques to be used to access a wave	
• the speed limitations with increasing height	
• the risks of hypoxia and the use of oxygen	
Exercises The student instructor has to demonstrate:	
• the look-out procedures	
• the wave access techniques	
• the speed limitations with increasing height	
• the use of oxygen (if available)	
• how to improve the student pilot's ability to recognise and detect waves	
• how to teach the student pilot to fly safely in a wave	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to explain and teach how to detect and safely make use of wave that is occupied by other sailplanes and may result in the need to use oxygen.	

Exercise 15c completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 16 – Out-landings

Note: If the weather during the instructor training does not allow practical training of out-landing procedures, to complete the exercise, all items of the air exercise are to be discussed and explained in a long briefing exercise only. Where the practical training is not completed as described above, instructors who have completed the course may only teach the out-landing exercise after they have separately demonstrated the practical ability to do so to an FI(S) with SFCL.315 (a) (7) privileges.

Objective To advise the student instructor on how to teach students to select an out-landing field, to fly the circuit and how to master the unusual landing situation. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
TEM Collision, loss of situational awareness regarding wind direction, unusual visual cues, distraction, loss of control.	
Briefing The student instructor has to explain:	FIC Initials
• the gliding range at max glide ratio	
• the selection of a landing area	
• the circuit judgement and key positions	
• the actions to be performed after landing	
Exercises The student instructor has to demonstrate:	
• precision landings on the airfield	
• the gliding range	
• the procedure for joining, arrival, and circuit at a remote airfield	
• the selection of an out-landing area	
• the procedures for circuit and approach on an out-landing field	
• the actions to be performed after landing	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to advise a student pilot on how to perform a safe out-landing at a different airfield or in a field landing situation.	

Exercise 16 completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 17a, b and c – Navigation

Notes for exercises 17a to 17c

Note: If the weather during the instructor training does not allow practical training of navigation, to complete the exercise, all items of the air exercise are to be discussed and explained in a long briefing exercise only. Where the practical training is not completed as described above, instructors who have completed the course may only teach the out-landing exercise after they have separately demonstrated the practical ability to do so to an FI(S) with SFCL.315 (a) (7) privileges.

Exercise 17a – Flight planning

Objective To advise the student instructor on how to plan and prepare a cross-country flight.	
Briefing The student instructor has to explain:	FIC Initials
• the weather forecast and current situation	
• the method for selecting a task taking into account expected average speed	
• map selection and preparation, including GPS moving map considerations	
• NOTAMs and airspace considerations	
• radio frequencies	
• pre-flight administrative procedures	
• alternative aerodromes and landing areas	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to explain how to prepare for and plan a cross-country flight.	

Exercise 17a completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Exercise 17b & 17c – In-flight navigation and Cross-country soaring techniques

Objective To advise the student instructor on how to teach a cross-country flight.	
TEM Collision, loss of situational awareness regarding navigation and airspace, use of GPS moving maps, EC limitations.	
Briefing The student instructor has to explain:	FIC Initials
• how to maintain track and re-route using map and separately GPS moving map	
• altimeter settings	
• use of radio and phraseology	
• in-flight planning	
• procedures for transiting regulated airspace or ATC liaison where required	
• procedure in case of uncertainty of position	
• procedure in case of becoming lost	
Exercises The student instructor has to demonstrate:	
• maintaining track and re-routing considerations using map and, separately, GPS moving map	
• altimeter settings	
• in-flight planning	
• procedures for transiting regulated airspace or ATC liaison where required	
• procedure in case of uncertainty of position	
• procedure in case of becoming lost	
• use of additional equipment, including use of radio and phraseology	
• joining, arriving and circuit procedures at another airfield	
• maximising potential cross-country performance in soaring conditions	
• risk reduction and threat response	
• how to analyse and correct errors as necessary	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to advise a student pilot how to perform a safe and efficient cross-country flight.	

Exercise 17b and 17c completed satisfactorily (FIC and student instructor to sign):

FIC name		Student instructor name	
FIC signature		Student instructor signature	
Date		Date	

Appendix 1 – progress notes

Note: FICs should record progress through theoretical training.

DATE AND COMMENT	INSTRUCTOR NAME	SIGNATURE

Appendix 2 – FI(S) Course Completion Certificate

I certify that (candidate name) ……...has completed the course of training for the Flight instructor Sailplanes (non-TMG)

on (date)…….including winch / aerotow / self-launch launch method(s) (delete as required)

at (BGA club site name)……

The course consisted of…….flying hours and……take-offs and landings / launches

and included……teaching & learning hours.

The aircraft type(s) used during the course were……

I certify that I have checked that the student instructor flight training progress has been recorded.

I certify that the candidate is ready to be assessed by an examiner.

Signature of CFI…….

Name…… Date…….

This course competition certificate should be completed and retained as part of this record.