

Instructor and Coach Newsletter

Dear Instructors and Coaches,

Welcome to the latest edition of the BHPA Instructor and Coach newsletter.

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Part 1: The PG Hill Foundation Layer 2017 season launch!

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Articles & suggestions for I & C news can be mailed to: ian-currer@bhpa.co.uk

1/ THE PILOT DEVELOPMENT STRUCTURE. (Part 1, The Foundation Layer)

The paragliding (hill) Foundation Layer (exercises for the first 10hrs post CP) is now in place and every new CP pilot in 2017 will receive a Foundation exercise leaflet together with their Pilot task book when they register their CP (Novice) rating. So if you meet a new CP they will (hopefully) be clutching one of these!

The leaflet outlines a suggested series of exercises that the new pilot can work their way through by themselves or with assistance from a coach or instructor. It can be downloaded from this web address: http://www.bhpa.co.uk/pdf/PDS_Foundation_Layer_phases.pdf

Hopefully all new CPs will be directed by their school or Instructor to look at the new CP info page on the BHPA website – please make a note of the address and read the page!

<http://www.bhpa.co.uk/sport/bhpa/welcome.php>

The current version of the leaflet (4 pages) is reproduced here:

Foundation layer PG Hill tasks and expected knowledge levels. Version 1.1



The Foundation layer is the first stage of the Pilot Development Structure (PDS), which is currently under development. This will be a web-based structure, describing the whole development process in the sport of paragliding and hang gliding.

<u>PDS Layer</u>	<u>Pilot Rating Scheme equivalent</u>
Performance layer -----	Advanced Pilot rating
↑	↑
Development layer -----	Pilot rating
↑	↑
Foundation layer -----	10 hours post CP (red streamer)

This document is a summarised presentation of the Foundation layer for paragliding in the hill environment, and is aimed towards newly qualified CP pilots, or any pilots with CP rating or above who want to follow a structured learning process. It is laid out in a format similar to the phases and exercises in the BHPA Club Pilot Student Training Record Books used at BHPA Registered Schools. This document can be printed (double sided onto a single A4 sheet), folded down the dashed line and stapled or clipped into your Pilot Task Book.

The Foundation layer is intended to make the transfer from school to club environment easier for the new Club Pilot, by providing a structure for the initial introduction between new pilots and the coaching team in their chosen club. It provides opportunities to make contact with their coaching team, and to gain vital information on local sites and conditions.

To use this Foundation layer, you can work your way through the skills and knowledge areas, and complete the exercises to demonstrate that you have a level of competence in the relevant skills. The completion of this Foundation layer record sheet is recorded through self-logging by the pilot, although it is recommended that a Club Coach or an Instructor signs off a proportion of the exercises. This is to encourage you to establish and maintain contact with Club Coaches, as you develop your knowledge and skills. Where it is indicated, some of the exercises are a proportion of an equivalent exercise in the BHPA Pilot rating. If you would like these to count towards your Pilot rating, they should be signed off by a Club Coach or Instructor, as they would be in the Pilot Task Book. All practical exercises must be made with suitable height and clearance from obstacles. You are advised to seek guidance from a Club Coach or Instructor before attempting exercises 4 and 18 (and any other exercise you are not confident in undertaking by yourself).

Completion of the Foundation layer is intended to mark a stage in your development where you have demonstrated that you have achieved consistent competence in the basic skills, and have an understanding of local and wider conditions - to justify removal of your red ribbon and commence the next stage of your development as a paraglider pilot.

Introduction to club flying.

The pilot should:

1. Join a new pilots group / meet a club coach; have an induction into the club and a sites tour.
2. Participate in a club session on foundation layer flying with others.

Date:

Coach / Inst. sig:

The following exercises do not need to be completed in order:

Flight exercises.

The pilot should complete and log:

3. 3 take offs and 3 landings in winds of less than 5 mph, at least one of which should be on a different site.
4. A minimum of 10 top landings, three of which must be on different sites
OR, FOR TOP LANDINGS SIGNED OFF at SCHOOL STAGE:
A minimum of 5 top landings, two of which must be on different sites.
5. Flights from 5 different sites, at least 3 to be inland sites (exercise B3 of "Pilot" rating syllabus).
6. At least 3 flights of over 1 hour duration (exercise B4 of "Pilot" rating syllabus).
7. Minimum 20 flights logged (a proportion of exercise B5 of "Pilot" rating syllabus).
8. Minimum 10 hours logged (a proportion of exercise B6 of "Pilot" rating syllabus).

Coach declaration - I have checked the pilot's log book and confirm the above flight exercises were logged as completed and hours achieved.

Coach/Instructor signature: _____ Date: _____

Flight Planning and Decision Making.

9. Demonstrate Foundation layer knowledge of 'Decision to fly', including human factors for safety in flight (I.M. S.A.F.E.), group pressure, currency and pressure to fly when not flown for a long period, etc.

Coach/Instructor signature: _____

Date: _____

Sites, conditions and meteorology.		
<p>The pilot should:</p> <p>10. Demonstrate site and conditions assessments at Foundation layer on two different sites or on two separate days.</p>	Date:	Coach / Inst. sig:
	Date:	Coach / Inst. sig:
<p>The pilot should be able to demonstrate:</p> <p>11. Foundation layer knowledge of site selection, airflow and turbulence over club sites, how to select suitable locations for take-offs and landings.</p> <p>12. Foundation layer knowledge of the club's specific requirements regarding access and use of sites, how to call the emergency services from a club site.</p> <p>13. Foundation layer knowledge of the dangers of flying in crowded conditions.</p>		

Glider control skills		
<p>The pilot should have Foundation layer competency and consistency in the following (a min. of 3 exercises should be signed off by a Coach):</p> <p>14. Light wind launching (forward launch).</p> <p>15. Reverse launching – light/steady wind: reverse inflations and control in winds of less than 12mph.</p> <p>16. Reverse launching – strong/gusty conditions: reverse inflations, control and deflation in winds greater than 10mph.</p> <p>17. Accurate and controlled landings in light wind conditions less than 5mph and (if appropriate) make practical demonstrations of standard UK hill 'S' approach landing and constant aspect approach.</p> <p>18. Gentle 360° turns with awareness of appropriate height and clearance.</p> <p>19. Big ears and speedbar combination for fast descent, and awareness of its limitations.</p> <p>20. Daily inspections and pre flight checks.</p>	Date:	Coach / Inst. sig:

<p>The pilot should have Foundation layer knowledge of, and be able to discuss and explain the following (a min. of 3 exercises should be signed off by a Coach):</p> <p>21. Techniques for avoiding and recovering from stalls and spins; emergency rapid descent techniques (B-line stall and spiral dive).</p> <p>22. Pitch and roll control, circumstances when you may get an asymmetric tuck.</p> <p>23. The actions taken to recover from an asymmetric tuck, showing in particular full awareness of the dangers of over-counteracting and the dangers of low asymmetric deflations.</p> <p>24. Active flying techniques.</p> <p>25. The hazards of slow and fast flight. Understanding minimum sink and optimum glide speed.</p> <p>26. Standard UK hill approach landing and constant aspect approach.</p> <p>27. Thermal flying.</p>	<p>Date:</p>	<p>Coach / Inst. sig:</p>
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<p>Equipment</p>		
<p>The pilot should have knowledge of, and be able to discuss and explain at Foundation layer (a min. of 2 exercises to be signed off by a Coach):</p> <p>28. Factors involved in selecting appropriate equipment.</p> <p>29. The uses and complications with emergency parachutes, pod harnesses.</p> <p>30. How to set an altimeter to an appropriate setting</p> <p>31. Demonstrate an awareness of aerial collision risk. Knowledge of how electronic devices and cameras can be distractions from keeping a good lookout.</p>	<p>Date:</p>	<p>Coach / Inst. sig:</p>

The structure in its current form has three elements:

The new pilots' Foundation Layer leaflet (above).

The second element is an instructor and coaching resource document similar to part 2 of the Instructor Manual that offers step-by-step guidance and suggestions as the new pilots are guided through the Foundation steps. This will be included in a future updated Coaching Manual, and will also be added to the Instructor Manual. The Pilot Development Panel is working on this at the moment.

The third element is a quick reference guide for coaches and instructors. Within the coming weeks you will receive a separate e-mail containing this resource. A sample page (it is in draft format) is included below for PG Hill Foundation. We aim to configure these "prompt cards" so that you can upload them to your smart phone or tablet for easy reference on the hill. You can of course print it and add it to your Coaching Manual.

Phase: Glider Control Skills (knowledge areas).	
Exercise: 23	
23. The actions taken to recover from an asymmetric tuck, showing in particular full awareness of the dangers of over-counteracting and the dangers of low asymmetric deflations.	
Coach notes: (draft document)	
Discuss: Dealing with an asymmetric collapse. The pilot should grasp the fundamentals of using weight shift and appropriate control input to maintain direction, and damping out any tendency to surge or dive. The dangers of over-reacting should be understood as should the risk of a stall or spin. The Coach should talk about a number of scenarios in varied flying conditions on club sites, and discuss the actions and possible implications of those actions when dealing with an asymmetric tuck. Energy, course, height loss, proximity (to others and terrain) are all subjects that the coach may want to discuss at this level. Ask: What if the turn is not controllable? It is important that pilots are aware of the dangers of being out of control at low level. The pilot must monitor their height. If a tuck results or a diving turn that they cannot counter, the pilot should be prepared to deploy their emergency parachute. Discuss issues of finding the parachute handle in increasing g force when in a rotation, when wearing thick gloves / mittens, etc.	
Tools and resources. A static simulator can be a useful tool if available, the pilot can practise reacting to pitch and roll inputs made by a coach or instructor, including going for the emergency parachute handle if they cannot regain control.	
This is knowledge area. Confirmation of level of knowledge is by question and answer - no practical demo is required.	

Ultimately the aim is to make the entire Pilot Development Structure, from Foundation Layer through Development Layer to Performance Layer, available as a complete online resource that can be accessed through an app on a smart phone or tablet. The Pilot Development Panel is taking this forward.

Some clubs are already using the Foundation Layer, and some schools have designed post-CP training courses around it. We hope that others will follow.

For coaches, we hope that you will find it useful in helping you offer a logical and targeted progression system to new pilots who join your club.

The Foundation Layer aims to address two significant issues that new pilots face. The first issue is to do with safety and the incidents that predominate for low air-timers. The second is to do with retention rate – those who drop out of the sport. Whilst we cannot control the weather, we can certainly support new pilots and encourage them to progress safely towards the Foundation Layer's achievable goals. On Club Coach courses we run, we talk about promoting progress and confidence through setting appropriate goals in our "Psychological Pilot" session. Some new pilots may choose to do the Foundation exercises without any coach assistance (some may simply ignore the whole scheme altogether!). However, with the support from coaches and instructors who want to be involved, the Structure should work effectively to guide new pilots towards the skills they should be seeking to achieve; and to promote safety and the sociable aspects of the sport that keep pilots involved long term.

Part 2: Pilot Development Structure - the next steps.

The next steps are to develop the Foundation Layer for other disciplines and environments. Hang-gliding, parascending, tow, aerotow, power, speed flying... and to continue to work on the Development Layer, that supports pilots from the 10hr Foundation stage up to Pilot rating and cross-country flying.

The same is true of the Performance Layer, which is concerned with maximizing pilots' abilities, and will deal with SIV, competition flying and specialist areas like acro and dual flying.

If you would like to contribute your experience or expertise, and can help write or develop some resources (like the ones above) we would love to hear from you.

Please address all queries / offers of assistance / feedback to
PDP@bhpa.co.uk or **mark-shaw@bhpa.co.uk**

2/ INSTRUCTOR TRAINING COURSES 2017.

BHPA Residential instructor course Lilleshall, Shropshire April 3,4 & 5th.

This course is now fully subscribed.

BHPA residential instructor course (Hang-gliding) Suffolk Late June (7 days within the period 12th to 30th) Provisional.

We are awaiting firm bookings from several potential candidates who have shown an interest before confirming that this course will take place. However, if you are interested, please get in touch with Ian Curren as soon as possible, for details and updates write to ian-curren@bhpa.co.uk Price TBC. We have requested additional financial support from the BHPA for this course, to keep the costs for participants to a minimum.

BHPA Residential Instructor Course, (Paragliding - Hill), Nazaré, Portugal. Dates Sept 8th-17th. Course location and exact dates are provisional and will be confirmed as soon as possible, and the course requires a minimum number of candidates for it to run.

This course is suitable for paragliding TIs (both new and existing) also for those with appropriate experience who are seeking a Development / Performance Instructor licence.

**Note: 8th & 17th are travel days.*

Min requirements are: Pilot rating, registered as a TI (or equivalent).

Note that this course fulfills the requirements to complete a coaching course and an Instructor course.

Details are as per last year's course (*see report in the last issue of I&C news and Skywings*). Details and application forms are available from the office.

The final price is to be confirmed but (despite the fall in the value of the pound) we will try and keep it at the same price of £946pp. This includes accommodation and daily transport to sites during the course, but does not include food and drink, flights to Lisbon, or travel, medical and personal accident insurance.



Paolo and Marcus, course candidates and Trainee instructors at Solgado Portugal September 2016.

Both have subsequently been examined and are now licenced instructors.

3/ Technical officers chat. School inspections.

There are at least 20 schools that we will be visiting this year.

School inspections sound onerous, but the intention is not only to help you ensure that the paperwork is all in order and training is up to speed, but also to advise and inform, and a fresh and objective pair of eyes on your operation can be a useful tool to help support your business.

This process is much more straightforward if the CFIs have checked over the school Operations Manual to make sure that it is current, has up-to date equipment logs and site specific risk assessments, etc. You should have copies of first aid certificates for all your Instructors, Operators etc to hand.

Occasionally instructors modify their normal routines because they are being inspected. This is not useful to anyone. The inspectors have all run our own schools and if a pre-flight check routine is taking far longer than necessary or a student is not being progressed at a reasonable rate we will know (and start wondering why)! We are looking for confident and competent training, and if we have comments on how it can improve we will tell you. So behaving normally is in everyone's interest.

An inspection is a chance to discuss with the technical officers your queries or issues and to make any suggestions. BHPA school registration is a quality assurance validation and as such is an asset: do let your students know that you have been inspected, after all it is their subscriptions that are paying for it!

We wish you all safe flying, happy landings, and look forward to seeing you in 2017!