



**BGA FLIGHT INSTRUCTOR PROGRAMME AND  
RECORD OF TRAINING**

Name	
Sponsoring CFI	
Your contact number and / or e-mail	
CFI or senior instructor coach contact	
Total Gliding Hours P1	
Highest gliding badge / qualification	
Any other pertinent flying experience	

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## Record of document modification since V2.0

<b>Modification</b>	<b>Page</b>	<b>Date</b>
Removed ex 17	5,31 (removed)	11/2014
Add nav part 2 to theory results	43	11/2014
Alter formatting on list of exercises	5	11/2014
Added annotation to diagram	6	11/2014
Added note for examiners	8	11/2014
First solo ex13 clarified	27	11/2014
Various changes to exercise TEM advice	Various	11/2014
Inserted name of candidate in two key places	8, 42	11/2014
Added comment relating to TEM for coaches	7	11/2014
Added comment regarding naming conventions and clarified	2, 4	11/2014
Completely upgrade introduction and training flow charts	2-6	10/2015

## **Important Note**

A 'BGA Flight Instructor' or 'BGA FI' as described throughout this document is currently defined as a BGA Assistant Instructor. In other words, completing the programme described in this document results in a BGA Assistant Instructor rating issued by the BGA. A 'BGA FI (R)' is currently defined as a restricted BGA Assistant Instructor. The 'short course' required to remove the restriction is called the 'post course review'.

A BGA Assistant or Full Instructor who meets the published conversion requirements can apply for a Part-FCL SPL/LAPL(S) and Flight Instructor (Sailplanes) certificate. See BGA website for details.

## **Part 1 How to become a BGA Flight Instructor (BGA Assistant rated instructor)**

### **Introduction**

Welcome to your BGA FI training program. Gliding instruction in the UK is a mainly amateur profession, but being an amateur should not dictate an amateurish level of skill or ability. This program will provide the information and skills needed as a BGA flight instructor.

### **Prerequisites**

A good handling pilot with a good range of experience and good people skills is the basis to become a great instructor.

There are some minimum qualifications required before embarking on a BGA FI course. The requirements can be found in the BGA requirements and guidance (laws and rules) document on the BGA website. The attributes that make a good instructor can of course vary. As a basis though, you should have good handling abilities and be able to pass the pre entry test detailed in part 5 of this document.

### **First steps**

Whether you have been approached about becoming an instructor, or you have personal aspirations, the first thing to do is to ensure that your personal flying is up to scratch. Once you are happy with your basic flying, it's time to ask your CFI if he / she thinks you are the right material to become an instructor and if they will support you.

### **The BGA FI course structure**

In Part 2 you will find a diagram of how the 'structured' part of this course runs. You will notice that there is a pre – entry flight test. This will be carried out by an experienced instructor nominated by your CFI as detailed in Part 5.

You will also note that there are parts of this course that overlap. There are some central parts and some bits carried out at your club or another club that provides for this part of the training. Part 1.5 lists the exercises to be carried out and when they should be completed.

Please note that all the exercises listed within this booklet **include you being trained to give standard briefings,** the structure of which we will train you to carry out during the teaching and learning A module. You must be able to brief to a reasonable standard to become an instructor. Part 3 includes a briefing note for CFI / senior instructors conducting your club based B module training.

Pre Entry Flight test – see Part5

### BGA Centrally run Teaching and Learning A Module

This part of the course is carried out entirely in a classroom. There is no flying. In a nutshell, this module aims to teach you how to teach using very simple exercises, such as effects of controls. Please try to familiarise yourself with these basic exercises (see the BGA instructor manual) before attending this initial module. A more detailed description of this module can be found in the scheme of work in appendix 2.

### Club training - the B module (may be started in part before A module)

The 'B' module is very much part of the BGA FI course, but it is carried out flexibly, normally back at your home club with your own experienced instructors (instructor coaches). If this is not possible, there may be a local club who can carry out this training on your clubs behalf. It's important to note that the responsibility for completing this module is yours. There are some parts of this training which will need completing before other parts of the central BGA courses (C and D modules). The exercises and by when they must be completed are listed on the table in section 1.5. **Please make no mistake** that candidates will not be allowed to continue beyond the C module if the exercises and briefings trained for at club level are not completed to a satisfactory standard.

### BGA Centrally run training review 'C' Module

This is another two-day course (probably a weekend). A full scheme of work can be found in [Appendix 2](#). As an overview, this part of the course takes what we learnt about teaching and learning in the first module, and applies it to flying. We will also use this module to assess your suitability based on the pre – learnt sessions at your club to carry on to the D module. We aim here to provide maximum value and minimum stress for the candidate by making a judgement as to the suitability of the candidate to carry on to the D module.

Club run B module by instructor coaches. See above and section 1.5

### BGA Centrally run Consolidation training – the D Module

The D module concludes the main training and adds other exercises to your repertoire. It is a 5 – 7 day course with a mixture of briefing and flying. Again, a detailed explanation of the content can be found in appendix 4.

### Assessment of competence (with a BGA FIE)

Once you complete the training above, passing through all the assessments as you go, the final assessment of competence should not cause you problems. A test schedule is in Part 4.

## Your Instructor Rating

Once all of your course is complete as detailed above, you will be authorised as a BGA Assistant Instructor rating with certain restrictions. The restriction means that you cannot carry out certain elements of instruction until you have the experience set out in the rules. Once you have the required experience, you will need to attend a short course (half to one day, known as a post course review) between 6 and 18 months of completing your instructor training. You must not instruct beyond this time if you have not completed the post course review.

## Threat and error management (TEM)

TEM is a blue vein that runs through the entire suite of training when dealing with EASA FCL. Please see below for further reading based on an Australian CAA document. Broadly, most glider pilots already deal with their threats and errors in a pragmatic way. TEM formalises these procedures, and deals with three elements.

1. Identify any threats that may affect the safety of the flight, and attempt to develop counters to manage those threats. (example – launch failures – threat – cable may break, winch runs out of fuel etc – management – maintain or gain airspeed, decide what to do based on landing ahead, turning, landing on a different part of the airfield while maintaining airspeed etc).
2. Recognise that humans are fallible, and where it is likely that mistakes may occur. Try to put procedures or checklists in place to reduce the possibility of an error, and where errors occur, ensure that they do not affect the safety of the flight. (example – maintaining an accurate speed on the approach is very prone to error, especially on bumpy days – increase the minimum approach speed on bumpy days to reduce the possibility of undershoot or stall due to inaccurate speed control.)
3. Recognise and manage an undesired aircraft state. (example – the subtleties of an undershoot due to gently reducing airspeed and slowly shallowing approach actually may lead to a massive undershoot – management – reduce drag – close airbrakes, regain speed and angle in time)

**It is expected that student instructors will also undertake some home study during the course. A reading list is below:**

- The British Gliding Association Instructor manual third edition (BGA Shop – but included in the course fee)
- The British Gliding Association manual Gliding – theory of flight (BGA Shop – but included in the course fee)
- Bronze and beyond – John Mcullagh (BGA Shop)
- Instructional Techniques for the flight instructor - part one – Theory of teaching (On Track aviation LTD)
- Teaching and assessing single pilot human factors and threat and error management – Australian CAA (Search online for CAAP 5.59)

## Part 1.5 – List of exercises and completion schedule

When do I need these ex's signed off?

Exercise	Comment	Content of exercise	When do I need these ex's signed off?			
			On B mod, before C	On C mod	On B mod, before D	On D mod
Ex. 1	This may have been completed on a BI course. If so, this may be signed off as complete.	Familiarisation with the sailplane.	<input checked="" type="checkbox"/>			
Ex. 2		Procedure in the event of emergencies	<input checked="" type="checkbox"/>			
Ex. 3		Preparation for flight	<input checked="" type="checkbox"/>			
Ex. 4	This may have been completed on a BI course. If so, this may be signed off as complete.	Initial air experience			<input checked="" type="checkbox"/>	
Ex. 5		Primary effects of controls	<input checked="" type="checkbox"/>			
Ex. 6		Coordinated rolling to and from moderate angles of bank	<input checked="" type="checkbox"/>			
Ex. 7		Straight flying	<input checked="" type="checkbox"/>			
Ex. 8		Turning	<input checked="" type="checkbox"/>			
Ex. 9a		Slow flight		<input checked="" type="checkbox"/>		
Ex. 9b		Stalling			<input checked="" type="checkbox"/>	
	BGA Exercises	Further Stalling Exercises	<input checked="" type="checkbox"/>			
Ex.10a		Spin recognition and avoidance				<input checked="" type="checkbox"/>
Ex.10b		Developed spins: entry and recovery	<input checked="" type="checkbox"/>			
	BGA Exercises	Further Spinning Exercises				<input checked="" type="checkbox"/>
Ex.11a	Only one launch method required	Winch Launch				<input checked="" type="checkbox"/>
Ex. 11b	Only one launch method required	Aerotow Launch	<input checked="" type="checkbox"/>			
Ex.12		Circuit planning, normal and zig-zag. Low circuit, change of landing area. Low circuit, change of landing direction			<input checked="" type="checkbox"/>	
Ex.12		Approach control, airbrake / airspeed coordination, normal approach, undershoot + recovery, overshoot + recovery				<input checked="" type="checkbox"/>
Ex.12		Landing, normal and balloon / bounced landing and recoveries				<input checked="" type="checkbox"/>
Ex.13		First solo				<input checked="" type="checkbox"/>
Ex.14		Advanced turning				<input checked="" type="checkbox"/>
	BGA Exercise	Type conversions		<input checked="" type="checkbox"/>		
Ex.15	(one method – Thermalling, Ridge flying, or Wave flying)	Soaring techniques			<input checked="" type="checkbox"/>	
Ex.16	Ex 16 will be briefed to the candidate only during the D module.	Outlandings	Brief only during D module.			

### **Part 3 - The 'B' Module – advice for instructor coaches (flexible module, normally undertaken at candidates home club)**

With the onset of EASA FCL, some training which historically has been carried out 'on the job' or when required must be carried out during the BGA FI course. The BGA Assistant rating course is already full, and 9 days is hardly enough. To add any extra content, while attempting to limit the amount of candidate time off work, we need club help. Instead of 'preparing a student' for an assistant rating course, we need club based senior instructors to actually run part of the BGA FI course locally. There is a lot of work to be carried out during the B module. If this is a problem for busy clubs, there might be a club nearby with adequate capacity to perhaps run a 'top up' course for your candidates. Below is an explanation of the training to be carried out at club level.

#### **The B module training**

The exercises trained for during this module are listed at the end of part one of this document. The exercises will be more or less familiar to you, although the naming and classification of the EASA FCL exercises are a little different to the ones we are used to. Most exercise pages have a grid with 'initial' and 'date'. These 'sign offs' are simply to help all instructing coaches keep track of which exercise parts have been carried out (but all elements must be completed). You may wish to sign off the whole exercise as complete to your satisfaction at the base of each page. This part must be signed off in full by the coach when they are satisfied with the candidates performance. There are explanations and comments along with each exercise to aid coaches.

- The exercises that the BGA coaching team request are carried out at club level (this B module) include briefings for those exercises. Those briefings must be taught and **candidates must not only be able to demonstrate the lesson while flying, but be able to brief the exercise on the ground, using suitable diagrams etc.** During the A module, BGA coaches will teach a structure to briefings. This structure can then be applied to other exercises, including the ones within the B module.
- It is important to note that this B module training is part of the official training for the BGA FI and some of the exercises completed at this stage may not be repeated. It is therefore very important that every part signed off is completed fully to a satisfactory standard (explanation of this standard below).
- TEM = Threat and Error Management. In a tiny nutshell, this is about thinking what might go wrong and anticipating it before it does. In this course there are examples of TEM which affect the flight in general, and also problems that the student may present during instruction – for instance rounding out too late! For more information download the CASA document mentioned in this document.

It goes without saying that, by the end of this training the student should display a high enough level of skill while briefing, flying and demonstrating to teach a student effectively. It is often asked what standard is required. This could be a difficult question to answer, until you consider that the prospective instructor will be teaching another human being to fly. They are not only to fly safely with that person, but they will need to teach students skills that will keep them safe throughout their gliding career. As the coach, put yourself in the position of a prospective student pilot. Ask yourself 'would I let the candidate fly with and teach this exercise to my relative / son / daughter / wife' (assuming you enjoy the company of same!). Would I have understood the exercise as shown to me? Did the exercise emphasise the correct key points?

**Please make no mistake that candidates will not be allowed to continue beyond the C module if the exercises and briefings trained for at club level are not completed to a satisfactory standard. This training is not a 'preparation for an as cat course' – it is part of the course itself.**

#### **'B' Module completion record and report**

Once flying instructor coaches have completed the elements of the B module as set out in this part, and before attending the D module, please sign off below:

Name of candidate:	
Date:	Place(s) carried out:
I certify that the candidate attended and was involved in all elements of training and reached the required standard in all exercises included in the B module set out in part one of this document, and their performance was such that I am content for the candidate to continue training towards a BGA FI rating.	
Name of CFI or flying instructor coach:	Sign:

#### **Part 4 - Test to be passed at the conclusion of training for the BGA FI**

**Assessment of competence to be completed at the end of candidates training (search AMC3 FCL.935)**

**CONTENT OF THE ASSESSMENT FOR THE FI**

(a) In the case of the FI, the content of the assessment of competence should be the following:

<b>SECTION 2 PRE-FLIGHT BRIEFING</b>	<b>Initials</b>	<b>Date</b>
2.1 Visual presentation		
2.3 Technical accuracy		
2.4 Clarity of explanation		
2.5 Clarity of speech		
2.6 Instructional technique		
2.7 Use of models and aids		
2.8 Student participation		
2.9 Check of understanding / questioning technique		
<b>SECTION 3 FLIGHT</b>		
3.1 Arrangement of demo		
3.2 Synchronisation of speech with demo		
3.3 Correction of faults		
3.4 Aircraft handling		
3.5 Instructional technique		
3.6 General airmanship and safety		
3.7 Positioning and use of airspace		
<b>SECTION 5 POST-FLIGHT DE-BRIEFING</b>		
5.1 Visual presentation		
5.2 Technical accuracy		
5.3 Clarity of explanation		
5.4 Clarity of speech		
5.5 Instructional technique		
5.6 Use of models and aids		
5.7 Student participation		

**I certify that I have tested the candidate to the standards set out in the BGA examiners handbook in his / her conduct of the above exercises and recommend the issue of a BGA FI (R)**

<b>Name of BGA FIE</b>	<b>Signed</b>	<b>Date</b>
<b>Name of Candidate</b>		

**Note for examiners – a BGA Form one must be completed and sent, along with this record and the fee to the BGA office once the test is completed satisfactorily.**

## Part 5 - Pre entry flight test (search FCL.930.FI)

**Good handling skills are the core of any flying instructor's skills. The following skill-set is the minimum required for the BGA FI. These standards must be attained before or during (but not after) the candidates 'A' course'. All flying is carried out as per the BGA instructor manual.**

### **A1- Lookout and Airmanship**

The candidate 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.

### **A2 - Speed Control**

The candidate should demonstrate the ability to maintain a safe and appropriate control over airspeed and attitude (with regard to conditions) in any phase of flight. This can be tested while turning steeply (50-60 deg) 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 candidate must be able to maintain a safe speed (no matter the circumstances) on the winch launch.

### **A3 - Lack of Slip and Skid**

All turns should be well co-ordinated. If mistakes in coordination are made, the candidate must be able to recognise when the glider is beginning to yaw, and take action to smoothly remedy the situation. There must be **no** tendency to over rudder turns - especially low turns.

### **A4 - 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 appropriate to allow a stable 2/3rds airbrake approach. If a normal circuit cannot be flown, the glider should be positioned such as to achieve a safe landing with as high a final turn as safely possible in the circumstances.

### **A5 - Winch Launch Failures**

The candidate 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.

### **A6 - Stalling and Spinning**

Candidates 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.

### **A7 - Landings / Field Landings**

Landings made by the candidate must be fully held off. Candidates should be able to land and stop within a few metres of a pre-arranged area if it is safe and appropriate. 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 to the reference point. The candidate should be able to demonstrate more than one approach to suitable candidate selected fields away from the home site in a motorglider.

### **A8 – Winch launching**

Winch launches and failures should always follow the BGA safe launching profiles.

### **A9 – Aerotowing**

Candidates must be able to handle out of position and descents on tow.

### **A – Handling ability**

I certify that I have flown with the above candidate. I find that they have satisfactory skills outlined in A1-9 above.

CFI Signed		Date	
CFI Name			

## Part 6

### Teaching and learning and theoretical knowledge syllabus and module completion certificates:

Much of the content of the theoretical module must be self-taught by engaging with the reading list listed in Part 2. The following records are for the two BGA weekend modules. Student instructors theoretical knowledge will be tested by using a Bronze / Licence exam to 80% pass mark during the C module.

#### 'A' module completion record and report

The A module addresses the principles of teaching and learning as well as preparing the prospective instructor for the mechanics of the course itself. It comprises the following, which is a mixture of Part FCL / BGA TO requirements (AMC1 FCL.930.FI, FCL.920) as well as practicalities.

Subject	Name / initial	Date
Aims of the course		
Aims for the weekend		
Organisation of the course and specifically the B module		
Privileges and limitations of the rating		
Threat and Error Management (TEM)		
The learning process		
The Teaching process		
Training philosophies		
Techniques of applied instruction		
Training programme development		
Student evaluation and testing		
Prepare resources,		
Create a climate conducive to learning,		
Present knowledge,		
Flight envelope and limitations pertinent to instruction		

Module Assessment	Comments and name / initial
Teaching style (facilitating learning)	
Presenting style	
General theory knowledge pertinent to flying training	
Preparation of resources (for briefings)	

Name of candidate:	
Date:	Place carried out:
I certify that the candidate attended and was involved in all elements of training and I am content for the candidate to continue training towards a BGA FI rating.	
Name of approved coach:	

## 'C' module completion record and report

The C module aims to build on club training within the B module and the original A module training. This module brings the classroom work out to the airfield to practice a full training session and aims to assess the exercises carried out at club level as well as testing via a written assessment of the student theory knowledge.

Subject	Initial / Name	Date
Crew resource management		
Manage time to achieve training objectives		
Assess trainee performance		
Type conversion		
Sortie management		

Module Assessment	Comments and initial
Teaching style	
Presenting style	
Assessment of B module (club) training and general flying skills	Handling the aircraft:
	Teaching of B module elements:
Preparation of resources (for briefings)	

Results of Theoretical paper recorded on the grid Appendix 6	Initial
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Name of candidate:	
Date:	Place carried out:
I certify that the candidate attended and was involved in all elements of training and their performance was such that I am content for the candidate to continue training towards a BGA FI rating.	
Name of approved coach:	Sign:

## 'D' module completion record and report

The D module aims to bring together all previous training in the A,B and C modules, add new skills and exercises and ensure that all elements of the course have been covered. By the end of the module, the candidate should be ready for the post course test.

Subject	Initial / Name	Date
Safety statistics and applicability to instruction		
Safety when deciding when to take over control		
BGA Ex - Check flights		
Human performance and limitations relevant to flight instruction		
Specific hazards involved in simulating systems failures & malfunction during flight (including taking over control discussion)		
Training admin		
Evaluate student training sessions		
Report outcome of training		
Monitor and review student progress		
Ex 10a Spin recognition and avoidance		
BGA Ex – Further spinning		
Ex 11a – winching and failures		
Ex 12 (part) - Approach control and Landing		
Ex 13 - First solo		
Ex 14 – Advanced turning		
Ex 16,17 – Briefing only – Outlandings, field landing, in flight navigation, flight planning.		
Check all exercises are signed off as complete		

Module Assessment	Comments and initial
Teaching style	
Presenting style	
Assessment of B module (club) training and general flying skills	Handling the aircraft:
	Teaching of B module elements:
Preparation of resources (for briefings)	

Name of candidate:	
Date:	Place carried out:
I certify that the candidate attended and was involved in all elements of training and their performance was such that I am content for the candidate to submit to an assessment of competence for a FI rating.	
Name of approved coach:	Sign:

## Part 7

### Flight instruction syllabus – ‘Long’ briefings and air exercises (minimum 6 hours or 20 launches, and 25 hours briefing) AMC to FCL.930.FI Flight instruction syllabus

#### EXERCISE 1: FAMILIARISATION WITH THE SAILPLANE

(a) 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 his/her position in the sailplane for comfort, visibility, and ability to use all controls and equipment.

(b) **TEM General:** Any common ergonomic issues; shock absorbing foam Non duplicated instruments / controls in different cockpits / Damage reporting

(c) Briefing and exercise:

The student Instructor has to:

- (1) present the type of sailplane which will be used;
- (2) explain the cockpit layout: instruments and equipment;
- (3) explain the flight controls: stick, pedals, airbrakes, flaps, cable release, undercarriage;
- (4) check the position of the student on the seat for comfort, visibility, ability to use all controls;
- (5) explain the use of the harness;
- (6) demonstrate how to adjust the rudder pedal;
- (7) explain the differences when occupying the instructor's position;
- (8) explain all checklists, drills, controls.

Comment from the BGA:

As with all exercises, this subject must be tackled in manageable chunks.

This exercise will very likely have been covered in depth during a BI course, if candidate so qualified. It is, however, an excellent introduction to how instruction should be carried out, and covers several important details regarding student comfort and background information.

BGA guidance material:

‘Conduct of trial lesson’ section in the BGA instructor manual

Briefing completed by candidate	Date	Time taken to brief	Flying / practical satisfactory	Date

Comments:

#### EXERCISE 2: PROCEDURE IN THE EVENT OF EMERGENCIES

(a) 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.

(b) **TEM:** Part and parcel of this exercise. Commonly known individual aircraft bailout issues.

(c) Briefing and exercise:

The student instructor has to:

- (1) explain how to handle the parachute with care (transport, storage and drying after use);
- (2) demonstrate the adjustment of the parachute harness;
- (3) explain the bail out procedure (especially from a sailplane in unusual attitude);
- (4) explain the procedure for landing with a parachute in normal conditions and with a strong wind.

Comment from the BGA:

This exercise will very likely have been covered in depth during a BI course.

BGA guidance material:

‘Conduct of trial lesson’ section in the BGA instructor manual

Briefing completed by candidate	Date	Time taken to brief	Flying / practical satisfactory	Date

**EXERCISE 3: PREPARATION FOR FLIGHT**

(a) 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.

**(b) TEM: Distractions during Internal External and Pre flight checks**

(c) Briefing:

The student instructor has to explain:

	Initial	Date
(1) the need for a pre-flight briefing;		
(2) the structure and the content of this briefing;		
(3) which documents are required on board;		
(4) which equipment are required for a flight;		
(5) how to handle the sailplane on the ground, how to move it, how to tow it out and how to park it;		
(6) how to do the pre-flight external and internal checks;		
(7) the procedure for verifying in-limits mass and balance;		
(8) the pre-launch checks (checklist).		

(d) Air exercise:

The student instructor has to demonstrate:

(1) the need for a pre-flight briefing;		
(2) that the required documents are on board;		
(3) that the equipment required for the intended flight is on board;		
(4) how to handle the sailplane on the ground, move it to the start position, tow it out and park it;		
(5) how to perform a pre-flight external and internal check;		
(6) how to verify in-limits mass and balance;		
(7) how to adjust harness as well as seat or rudder pedals;		
(8) the pre-launch checks;		
(9) how to advise the student pilot in performing the pre-flight preparation;		
(10) how to analyse and correct pre-flight preparation errors as necessary.		

Comment from the BGA:

As with all exercises, this subject must be tackled in manageable chunks, and signed off as appropriate. This exercise brings together many of our existing procedures and training, but in addition the need to ensure that we are flying legally and that the glider is adequately insured and the annual inspection and ARC is valid. BGA guidance material: BGA instructor manual 1 – ‘Method of Flying Instruction’. 2 – ‘Ground briefing’. 4 – ‘Check lists’.

Briefing completed by candidate	Date	Time taken to brief	Flying / practical satisfactory	Date

Comments:

**EXERCISE 4: INITIAL AIR EXPERIENCE**

(a) 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.

**TEM general:** Distractions – collision, range to the airfield,

**Pupil induced:** pupil adverse reaction Handing over and taking control / guarding controls on very early flights

(c) Briefing:

The student instructor has to explain:

Initial

Date

(1) the area around the airfield;		
(2) the need for looking out;		
(3) the change of aircraft control. (Handing / taking over control)		

(d) Air exercise:

The student instructor has to:

(1) show the noteworthy references on the ground;		
(2) analyse the reactions of the student;		
(3) check that the student looks out (safety).		

Comment from the BGA:

This exercise will very likely have been covered in depth during a BI course (if so trained), but of course lookout needs reinforcing constantly.

BGA guidance material:

BGA instructor manual 5 – 'Lookout'. 29 – 'conduct of trial lessons'. 30 – 'Instructors patten notes' - Patter for lookout.

Briefings completed by student	Date	Time taken to brief	Flying / practical satisfactory	Date

Comments:

**EXERCISE 5: PRIMARY EFFECTS OF CONTROLS**

(a) Objective:

To advise the student instructor on how to:

- (1) demonstrate the primary effects of each control with the help of visual references;
- (2) 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;
- (3) train continuous and efficient look-out during these exercises;
- (4) analyse and correct errors and student pilot mistakes as necessary.

**(b) TEM general: Collision, range to the airfield**  
**Pupil induced: pupil adverse reaction, handing over / taking over control**

(c) Briefing: :

The student instructor has to explain:

	Initial	Date
(1) define the axes of a sailplane;		
(2) the look-out procedures;		
(3) the visual references along each axis;		
(4) the primary effects of controls when laterally level;		
(5) the relationship between attitude and speed;		
(6) the use of flaps;		
(7) the use of airbrakes.		

(d) Air exercise

The student instructor has to demonstrate:

(1) the visual references in flight;		
(2) the primary effect of the elevator;		
(3) the relationship between attitude and speed (inertia);		
(4) the primary effect of rudder on the rotation of the sailplane around the vertical axis;		
(5) the primary effect of ailerons on rolling		
(6) the effect of airbrakes (including changes in pitch when airbrakes are extended or retracted);		
(7) the effects of flaps (provided the sailplane has flaps);		
(8) the look-out procedures during all the exercises;		
(9) how to advise the student pilot to recognise the primary effects of each control;		

Comment from the BGA:

This exercise covers many of the legacy BGA exercises. References for these can be found in the instructor manual. As with all exercises, this subject must be tackled in manageable chunks and signed off as appropriate.

BGA guidance material:

BGA instructor manual 5 – ‘Lookout’. 7 – ‘Effects of controls’. 21 – ‘Flaps’. 11 – ‘Airbrakes and spoilers’. 30 – ‘Instructors patter notes’ - Patter for primary effects of controls, Airspeed indicator & airspeed monitoring.

Briefing completed by Student	Date	Time taken to brief	Flying / practical satisfactory	Date

Comments:

**EXERCISE 6: CO-ORDINATED ROLLING TO AND FROM MODERATE ANGLES OF BANK**

(a) 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.

**(b) TEM general:** Collision, range to the airfield the need for accuracy

**Pupil induced:** pupil adverse reaction / handing over / taking over control

(c) Briefing: :

The student instructor has to explain:

Initial

Date

	Initial	Date
(1) the secondary effects of controls;		
(2) the adverse yaw effect;		
(3) how to compensate for the adverse yaw;		
(4) the further effect of the rudder (roll).		

(d) Air exercise

The student instructor has to demonstrate:

(1) the adverse yaw effect with a reference on ground;		
(2) the further effect of the rudder (roll);		
(3) the coordination of ruder and aileron controls to compensate for the adverse yaw effects;		
(4) rolling to and from moderate angles of bank (20 to 30 °) and returning to straight flight;		
(5) how to advise the student pilot to coordinate ailerons and rudder;		
(6) how to analyse and correct errors as necessary.		

Comment from the BGA:

This exercise covers mainly the effects of adverse yaw, and then co-ordinating rudder with aileron. Note that the further effect of the rudder is a new exercise, but is self-explanatory to explore.

BGA guidance material:

BGA instructor manual 5 – ‘Lookout’. 7 – ‘Effects of controls’. 30 – ‘Instructors patter notes’ - Patter for adverse yaw

Briefing completed by student	Date	Time taken to brief	Flying / practical satisfactory	Date

Comments:

**EXERCISE 7: STRAIGHT FLYING**

(a) 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.

(b) **TEM: Collision, Range from the airfield**

(c) Briefing: :

The student instructor has to:	Initial	Date
(1) explain how to maintain straight flight;		
(2) explain different air speed limitations;		
(3) explain the pitch stability of the sailplane;		
(4) explain the effect of trimming.		

(d) Air exercise

The instructor student has to demonstrate:

(1) maintaining straight flight;		
(2) inherent pitch stability;		
(3) the control of the sailplane in pitch, including use of trim with visual references and speed;		
(4) how to perform the instrument monitoring;		
(5) the control of level attitude with visual references;		
(6) the control of the heading with a visual reference on the ground;		
(7) the look-out procedures during all the exercises;		
(8) how to advise the student pilot to maintain straight flight;		
(9) how to analyse and correct errors as necessary.		

Comment from the BGA:

This exercise covers one thing we have not carried out in the past – that of inherent pitch stability, but the rest is familiar. Guidance for stability subjects can be found in the BGA theory manual.

BGA guidance material:

BGA instructor manual 5 – ‘Lookout’. 8 – ‘Use of trimmer’. 9 – ‘The straight glide’. 30 – ‘Instructors patter notes’ – Trimming and Straight glide

Briefing completed by	Date	Time taken to brief	Flying / practical satisfactory	Date

Comments:

**EXERCISE 8: TURNING**

(a) 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.

(b) **TEM: Collision, Range to the airfield**

(c) Briefing: :

The student instructor has to explain:

Initial

Date

(1) the forces on the sailplane during a turn;		
(2) the need to look out before turning;		
(3) the sequences of a turn (entry, stabilizing and exiting);		
(4) the common faults during a turn;		
(5) how to turn on to selected headings, use of compass;		
(6) the use of instruments (ball indicator or slip string) for precision.		

(d) Air exercise

The student instructor has to demonstrate:

(1) the look-out procedure before turning;		
(2) entering a turn (correction of adverse yaw);		
(3) the stabilisation of a turn (keeping the attitude and compensating the induced roll);		
(4) the exit from a turn;		
(5) the most common faults in a turn;		
(6) turns on to selected headings (use landmarks as reference);		
(7) use of instruments (ball indicator or slip string) for precision;		
(8) how to advise the student pilot to fly a turn or circle with a moderate bank;		
(9) how to analyse and correct errors as necessary.		

Comment from the BGA:

This exercise is very similar to the exercise and patten 'turning using all three controls, and 'slip and skid'.

BGA guidance material:

BGA instructor manual 5 – 'Lookout'. 10 – 'Turning'. 30 – 'Instructors patten notes' – Turning, slip and skid.

Briefing completed by	Date	Time taken to brief	Flying / practical satisfactory	Date

Comments:

**EXERCISE 9a: SLOW FLIGHT**

(a) 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.

(b) **TEM:** Collision, Range to the airfield, stalling while low

**Pupil induced:** inappropriate recovery actions / guarding controls appropriately

(c) Briefing: :

The student instructor has to explain:

Initial

Date

(1) the characteristics of slow flight;		
(2) the risks of stalling.		

(d) Air exercise

The student instructor has to check that the airspace below the sailplane is free of other aircraft before starting the exercise.

The student instructor has to demonstrate:

(1) a 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;		
(2) a return to the normal attitude (speed);		
(3) how to advise the student pilot to recognise inadvertent flight at critically low speeds;		
(4) how to provide practice in maintaining the sailplane in balance while returning to normal attitude;		
(5) how to analyse and correct errors as necessary.		

Comment from the BGA:

This exercise discusses some of the symptoms of the approaching stall, without actually stalling the aircraft yet.

BGA guidance material:

BGA instructor manual 18 - 'Stalling'.

Briefing completed by	Date	Time taken to brief	Flying / practical satisfactory	Date

Comments:

**EXERCISE 9b: STALLING**

(a) Objective:

To advise the student Instructor on how to improve the student's ability to recognize 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.

(b) **TEM general:** Collision, range to the airfield, loss of height, spinning, overspeeding  
**Pupil induced:** Handing over / taking over controls, adverse pupil reaction – especially to reduced G, inappropriate recovery action / guarding controls appropriately

(c) Briefing: :

The student instructor has to explain:

	Initial	Date
(1) the mechanism of a stall;		
(2) the effectiveness of the controls at the stall;		
(3) pre-stall symptoms, recognition and recovery;		
(4) factors affecting the stall (importance of the angle of attack and high speed stall);		
(5) effect of flaps if any on the sailplane;		
(6) the effects of unbalance at the stall safety checks;		
(7) stall symptoms, recognition and recovery;		
(8) recovery when a wing drops;		
(9) approach to stall in the approach and in the landing configurations: recognition and recovery from accelerated stalls. BGA further stalling ex's.		

(d) Air exercise

The student instructor has to check that the airspace below the sailplane is free of other aircraft or traffic before starting the exercise. (HASSLL checks).

The student instructor has to demonstrate:

(1) stall from a level flight;		
(2) pre-stall symptoms, recognition and recovery;		
(3) stall symptoms, recognition and recovery;		
(4) recovery when a wing drops;		
(5) approach to stall in the approach and in the landing configurations;		
(6) recognition and recovery from accelerated stalls;		
(7) stalling and recovery at the incipient stage with 'instructor induced' distractions;		
(8) how to improve the student pilot's ability to recognise a stall and to recover from it;		
(9) how to analyse and correct errors as necessary.		
(10) BGA further stalling ex's.		

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 the next exercise.

Comment from the BGA:

This exercise covers the three basic stalls (straight, wingdrop and mush) as well as some of the further stalling exs. 'Instructor induced distractions' are taken from the regulations. Caution must be exercised. Caution is also recommended when tackling the stall in the approach configuration (with airbrakes and flaps if fitted), as much height will inevitably be lost! Please tackle all the parts of this exercise, like the others in manageable chunks.

BGA guidance material:

BGA instructor manual 18 – 'Stalling'.

Briefing completed by	Date	Time taken to brief	Flying / practical satisfactory	Date

Comments:

**EXERCISE 10a: SPIN RECOGNITION AND AVOIDANCE**

(a) Objective:

To advise the student Instructor on how to improve the student's ability to recognize a spin at the incipient stage and to recover from it. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.

**(b) TEM general:** Collision, range to the airfield, safe height available, overspeeding, overstressing, weight and balance.

**Pupil induced:** Handing over / taking over controls / inappropriate recovery / adverse pupil reaction / guarding controls appropriately

(c) Briefing: :

The student instructor has to explain:

Initial

Date

(1) why a sailplane spins;		
(2) how to recognise the symptoms of a spin (not to be confused with spiral dive);		
(3) what are the parameters influencing the spin;		
(4) how to recover from a spin.		

(d) Air exercise

The student instructor has to check that the airspace below the sailplane is free of other aircraft or traffic before starting the exercise.

The student instructor has to:

(1) demonstrate stalling and recovery at the incipient spin stage (stall with excessive wing drop, about 45 °);		
(2) make sure that the student recognises the spin entry;		
(3) make sure that the student pilot is able to recover from the spin entry;		
(4) check if the student still reacts properly if the instructor induces distractions during the spin entry;		
(5) demonstrate how to analyse and correct errors as necessary.		

Note: consideration of manoeuvre limitations and the need to refer to the sailplane manual and mass and balance calculations.

Comment from the BGA:

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. guidance material: BGA instructor manual 18 – 'Stalling', 19 – 'spinning and spiral dives'.

Briefing completed by	Date	Time taken to brief	Flying / practical satisfactory	Date

Comments:

**EXERCISE 10b: DEVELOPED SPINS: ENTRY AND RECOVERY**

(a) Objective:

To advise the student instructor on how to recognize 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.

(b) **TEM general:** Collision, range to the airfield, safe height available, overspeeding, overstressing, weight and balance.

**Pupil induced:** Handing over / taking over controls / inappropriate recovery / adverse pupil reaction / guarding controls appropriately

(c) Briefing: :

The student instructor has to explain:

	Initial	Date
(1) the spin entry;		
(2) the symptoms of a real spin and the recognition and identification of spin direction;		
(3) the spin recovery;		
(4) use of controls;		
(5) effects of flaps (flap restriction applicable to type);		
(6) the effect of the CG upon spinning characteristics;		
(7) the spinning from various flight attitudes;		
(8) the sailplane limitations;		
(9) safety checks;		
(10) common errors during recovery.		
(11) BGA further Spinning as identified in chapter 19 of the BGA instructor manual		

(d) Air exercise

The student instructor has to check that the airspace below the sailplane is free of other aircraft or traffic before starting the exercise.

The student instructor has to demonstrate:

(1) safety checks;		
(2) the spin entry;		
(3) the recognition and identification of the spin direction;		
(4) the spin recovery (reference to flight manual);		
(5) the use of controls;		
(6) the effects of flaps (restrictions applicable to sailplane type);		
(7) spinning and recovery from various flight attitudes;		
(8) how to improve the student pilot's ability to recognise a spin and how to recover from it, and differentiating from a spiral dive.		
(9) how to analyse and correct errors as necessary.		
(10) BGA further Spinning as identified in chapter 19 of the BGA instructor manual		

Comment from the BGA:

This exercise covers the BGA spinning and spiral diving exercise. It would also be a good time to introduce the BGA further spinning exercises here. As with all exercises, this subject must be tackled in manageable chunks and signed off progressively as appropriate.

guidance material:

BGA instructor manual 19 – 'spinning and spiral dives'.

Briefing completed by	Date	Time taken to brief	Flying / practical satisfactory	Date

Comments:

## EXERCISE 11: TAKE OFF OR LAUNCH METHODS

Note: the student instructor has to teach at least one of the following launch methods: winch launch, aero tow, self launch (not lawful yet). At least three launch failure exercises should be completed. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.

EXERCISE 11a: WINCH LAUNCH				
(a) 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.				
(b) <b>TEM General:</b> Normal 'eventualities' check issues, weak links, Groundloops. Getting too slow on the launch. Rotating too quickly, allowing wing drops / releasing in time etc etc. See videos on BGA website. <b>Pupil induced:</b> Handing over / taking over controls in time – where to guard controls / common problems rotation rates / adverse student reaction.				
(c) Briefing: : The student instructor has to explain:				
			Initials	Date
(1) the signals or communication before and during launch;				
(2) the use of the launching equipment;				
(3) the pre-take-off checks;				
(4) the procedure for into wind take-off;				
(5) the procedure for crosswind take-off;				
(6) the optimum profile of winch launch and limitations;				
(7) the launch failure procedures.				
(d) Air exercise The student instructor has to demonstrate:				
(1) the use of the launching equipment;				
(2) the pre-take-off checks;				
(3) the into wind take-off;				
(4) the crosswind take-off;				
(5) the optimum profile of winch launch and limitations;				
(6) the procedure in case of cable break or aborted launch, launch failure procedures;				
(7) how to teach the student pilot to perform safe winch launches;				
(8) how to teach the student pilot to manage an aborted launch (different altitudes);				
(9) how to analyse and correct errors as necessary.				
Comment from the BGA: This exercise covers a huge subject. Not just winching, but failures, and how to teach failures. For this reason, the elements of this exercise must not be rushed, and covered in reasonable steps. guidance material: BGA instructor manual 16 – 'Wire launching'				
Briefing completed by	Date	Time taken to brief	Flying / practical satisfactory	Date
Comments:				

**EXERCISE 11b: AERO TOW**

(a) 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.

**(b) TEM general:** Normal 'eventualities' check issues, weak links, adverse student reaction, PIO, Ground loops.

**Pupil induced:** Handing over / taking over control in time and common problems / guarding controls appropriately

(c) Briefing: :

The student instructor has to explain:

	Initial	Date
(1) the signals or communication before and during launch;		
(2) the use of the launch equipment;		
(3) the pre-take-off checks;		
(4) the procedure for into wind take-off;		
(5) the procedure for crosswind take-off;		
(6) the procedure on tow: straight flight, turning and slip stream;		
(7) the recovery from out-of-position on tow;		
(8) the procedures in case of launch failure and abandonment;		
(9) the descending procedure on tow (towing aircraft and sailplane);		
(10) the reasons for launch failures and abandonment or procedures.		

(d) Air exercise

The student instructor has to demonstrate:

(1) the signals before and during launch;		
(2) the use of the launch equipment;		
(3) the pre-take-off checks;		
(4) the procedure for into wind take-off;		
(5) the procedure for a crosswind take-off;		
(6) the procedures on tow: straight flight, turning and slip stream;		
(7) the recovery from out-of-position on tow;		
(8) the procedure in case of launch failure and abandonment;		
(9) the descending procedure on tow;		
(10) how to teach the student pilot to perform safe aero tow launches;		
(11) how to teach the student pilot to manage an aborted launch;		
(12) how to analyse and correct errors as necessary.		

Comment from the BGA:

This is the standard BGA aerotowing exercise. Descending on tow may require some careful consideration as this is not practiced regularly.

guidance material:

BGA instructor manual 17 – 'Aerotow Launching'.

Briefing completed by	Date	Time taken to brief	Flying / practical satisfactory	Date

Comments:

**EXERCISE 12: CIRCUIT APPROACH AND LANDING**

(a) Objective:

To advise the student instructor on how to teach their students to fly a safe circuit approach and to land the sailplane. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.

(b) **TEM general:** Getting low in the circuit and approach. Energy management on the approach. Collision, PIO's. Workload in congested circuits, target fixation to the detriment of situational awareness, **Pupil induced:** Met appropriate for teaching? taking over control in time to prevent accidents, adverse pupil reaction, especially latterly – approach. Guarding the controls appropriately.

(c) Briefing: :

The student instructor has to explain:

	Initials	Date
(1) the procedures for rejoining the circuit;		
(2) the procedures for collision avoidance and the lookout techniques;		
(3) the pre-landing check;		
(4) the normal circuit procedures, downwind, base leg;		
(5) the effect of wind on approach and touchdown speeds ;		
(6) the visualisation of a reference point;		
(7) the approach control and use of airbrakes;		
(8) the use of flaps (if applicable);		
(9) the procedures for normal and crosswind approach and landing.		

(d) Air exercise

The student instructor has to demonstrate:

(1) the procedures for rejoining the circuit;		
(2) the procedures for collision avoidance and the look-out techniques;		
(3) the pre-landing check;		
(4) the standard circuit and contingency planning (for example running out of height);		
(5) the effect of wind on approach and touchdown speeds;		
(6) the visualisation of an aiming point;		
(7) the approach control and use of airbrakes;		
(8) the use of flaps (if applicable);		
(9) the procedures for normal and crosswind approaches and landings;		
(10) how to teach the student pilot to fly a safe circuit approach;		
(11) how to improve the student pilot's ability to perform a safe landing;		
(12) how to analyse and correct errors as necessary.		

Comment from the BGA:

Again, this covers a huge multitude of subjects. Each part of this exercise must be covered in detail. This exercise must not be rushed. As with all exercises, this subject must be tackled in manageable chunks, and signed off progressively as appropriate.

guidance material:

BGA instructor manual 12 – 'Approach control', 13 – 'Landing' 14 and 15 – 'Circuit planning parts one and two'.

Briefing completed by	Date	Time taken to brief	Flying / practical satisfactory	Date

**EXERCISE 13: FIRST SOLO**

(a) Objective:

To advise the student instructor on how to prepare their students for the first solo flight.

(b) **TEM: Confidence / peer pressure / sensible restrictions / Met / Sun angle / ease of handling launch failures. Factors influencing further solo flights.**

(c) Briefing: :

The student instructor has to explain:

Initial

Date

(1) the limitations of the flight (awareness of local area and restrictions);		
(2) the use of required equipment.		

(d) Air exercise (BGA comment – the airborne section must form part of the brief above).

The student instructor has to;

(1) check with another or more senior instructor if the student can fly solo;		
(2) monitor the flight;		
(3) debrief the flight with the student.		

Comment from the BGA:

Further good practice is contained within various BGA publications.

guidance material:

BGA instructor manual 20 – 'First solo'. BGA solo and bronze syllabus, BGA progress card.

Briefing completed by	Date	Time taken to brief		

**EXERCISE 14 : ADVANCED TURNING**

(a) Objective:

To advise the student instructor on how to fly 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.

(b) **TEM: Collision, spiral dives, handing / taking over control.**

(c) Briefing: :

The student instructor has to explain;

	Initials	Date
(1) the relationship between banking and speed;		
(2) how to master steep turns or circles;		
(3) the unusual attitudes which can occur (stalling or spinning and spiral dive);		
(4) how to recover from these unusual attitudes.		

(d) Air exercise

The student has to demonstrate:

(1) steep turns (45 °) at constant speed and with the yaw string centred;		
(2) common errors (slipping and skidding);		
(3) unusual attitudes and how to recover from them;		
(4) how to teach the student pilot to fly steep turns or circles;		
(5) how to analyse and correct errors as necessary.		

Comment from the BGA:

This exercise may seem strange – we have already taught turning, but it does raise some useful teaching points which do indeed only occur when the glider is being rolled to a steep bank angle.

guidance material:

BGA instructor manual patter – turning and slip and skid. 10 – ‘Turning’.

Briefing completed by	Date	Time taken to brief	Flying / practical satisfactory	Date

Comments:

## EXERCISE 15: SOARING TECHNIQUES

Note: if the weather conditions during the instructor training do not allow the practical training of soaring techniques, all items of the air exercises have to be discussed and explained during a long briefing exercise only.

BGA comment:

Soaring techniques run to another three pages that cover Ridge, thermal and wave. It is important that one aspect of soaring is covered during the course. Details can be found in Exercise 15 a, b, c of AMC FCL.930.FI

<b>EXERCISE 15a,b,c – Soaring Techniques</b>				
(a) Objective: To advise the student instructor on how to teach the various soaring techniques				
(b) <b>TEM: Collision, range from airfield, field landing issues hypoxia in wave.</b>				
(c) Briefing: : Appropriate to soaring technique taught.				
Comment from the BGA: guidance material: BGA instructor manual 24 – thermalling, laws and rules for the ridge rules.				
Briefing completed by	Date	Time taken to brief	Flying / practical satisfactory	Date
Comments:				

**EXERCISE 16: OUT-LANDINGS**

Note: All items of the air exercise have to be discussed and explained during a long briefing exercise only. Instructors may only teach the safe out-landing exercise after they have demonstrated the practical ability to do so.

(a) 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.

(b) **TEM: Times of the year – crops. Handling last minute mistakes – surface. Wires / wind / stock / slope. Handing / taking over control / overshooting / simulating short fields...**

(c) Briefing: :

The student instructor has to explain:

	Initials	Date
(1) the gliding range at max L/D;		
(2) the engine re-start procedures (only for self-launching and self-sustaining sailplanes);		
(3) the selection of a landing area;		
(4) the circuit judgement and key positions;		
(5) the circuit and approach procedures;		
(6) the actions to be done after landing.		
(10) how to ensure compliance with UK ANO Rule 5 & noise issues (only for SLS and TMG);		

Comment from the BGA: Practically speaking, this is carried out in a TMG. This exercise will be discussed and briefed during the FI course, but instructors will only be able to carry this out after undergoing a separate course specifically to teach Out landings and cross country soaring and navigation. guidance material:

Briefing completed by	Date	Time taken to brief		Date

Comments:

**Appendix 2 Schemes of work for the BGA parts of the course – A,C,D Modules**

Please note that these schemes of work are very likely to change from course to course, but should give some indication of the module content for candidates.

**Scheme of work**

**British Gliding Association**

<b>Title of programme:</b>	<b>BGA FI Training Course</b>	<b>Year of Programme:</b>	<b>2013</b>
<b>Title of Module:</b>	<b>Introduction to training concepts 'A' Module</b>	<b>Tutors:</b>	<b>BGA Approved coaches</b>
<b>Day(s) and times of sessions:</b>	<b>2 days 0930-5 and 9-5</b>	<b>Location:</b>	<b>Various</b>

<b>Key/Common/Basic Skills:</b>	<b>Assessment strategies:</b>
<p>Basic handling skills as defined in BGA standards and pre module documentation. This is assessed at the pilots home club prior to Chief Flying Instructor recommendation.</p> <p>Pupils need to hold a current glider pilot certificate / licence, an FAI Silver badge and a medical applicable to the needs of an instructor as laid down by the BGA. See BGA Laws and Rules.</p>	<p>Formative assessment is used throughout the Module, in addition to a written and flown summative test at the end of the Programme. Feedback on this formative assessment will be given at the conclusion of this Module.</p>
<b>Teaching and learning general strategies</b>	<b>Internal verifier details</b>
<p>Classroom work and theories of learning and flight are backed up with comprehensive practical in flight practice. Classroom sessions are essential to lay the background of safe aviation practice.</p>	<p>An assessment is carried out by an independent BGA FIE on completion of the Programme.</p>
	<b>External assessment details:</b>
	<b>Civil Aviation Authority / BGA executive</b>

<b>Produced by:</b>	<b>Mike Fox</b>	<b>Date:</b>	<b>January 2013</b>	<b>Approved by:</b>		<b>Date:</b>	
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<b>Equal opportunities and diversity</b>		The British Gliding Association observes a policy at all times of open opportunity, independent of disability, gender, race or any other discriminatory factor. Relevant documents referring to flying with people with disability and the challenges and opportunities involved is available on the BGA website. <i>It is important to understand any issues regarding equal opportunities and diversity early, so that the BGA training system can try to accommodate pilots in their instructor training endeavours as far as is possible.</i>				
<b>Session number / timings</b>	<b>Session Aims and Outcomes</b>	<b>Topic and Student activity</b>	<b>Teacher activity</b>	<b>Resources</b>	<b>Assessment</b> Formative Summative Formal Informal	<b>EASA references</b>
Session 1	Trainee instructors will learn the path to obtaining their BGA FI rating, and the limitations and privileges of the rating in addition to the timetable for the next two days	Introductions. Course structure. Practicalities. Privileges and limitations. Trainee instructors discuss their expectations.	Tutor discusses the Programme and skills required to develop in order to pass. Tutor discusses the 'no blame' (pilots make mistakes) and 'no guessing' cultures that are an important part of instructing.	Power point. Whiteboard. Initial questionnaires.	Initial course questionnaire, Informal Q+A Demonstration observation and Trainee instructor participation	FCL.920
Session 2	By the end of the session, trainee instructors should be able to describe the attributes of an effective instructor.	Trainee instructors note the attributes of some of their best instructing experiences. Watch example videos. Make notes and lists of attributes.	Role play / collating trainee instructor ideas / developing those ideas / Guiding discussion.	Example logbook, sticky notes, example videos, discussion	Formative by questioning.	FCL.920 Create a climate conducive to learning
Session 3	This session aims to give the trainee instructor a basis of understanding of the different motivations of students they may encounter, and therefore the teaching they give them.	Trainee instructors list - within a guided framework - the different personalities they might meet as well as their motivations. Trainee instructors start to think about how they might train different individuals.	Facilitate activity – ask lots of questions about student backgrounds, how they might wish to be taught etc.	Whiteboard, student notes.	Formative	

Session 4	Trainee instructors will develop appropriate techniques for ground based teaching	Trainee instructors discuss the advantages and disadvantages of various ground instructional methods: Lectures / QandA / discussion groups / independent study	Role play / collating trainee instructor ideas / developing those ideas	Videos		
Session 5	Students will experience an example of a theory briefing from the coach. This will be part one of that brief – split at opportune times throughout the two day course.	Example theory only brief – The flight envelope part one	Deliver an effective briefing	Power point, videos		
Session 5	Trainee instructors use this session to learn the basis of the simple laws of learning	Topics: Hierarchy of learning needs, Zones of development and primacy and forgetting as it applies to gliding instruction.	Interact with coach, listen and watch presentation	Power point.		
Session 6	Trainees will aim to use their skills to order the elements of training appropriately to facilitate learning	Exercise	Take all the exercises and discuss with class peers as well as the coach the order exercises should be taught for maximum effectiveness.	Exercise cards		
Session 6	By the end of this session, student instructors will appreciate the importance and understand how to apply Threat and Error Management to avoid ‘undesired aircraft states’!	Topics: TEM history and definitions. Putting TEM into a gliding context. Going deeper and exploring ideas of accident prevention using the workload model.	Interact with coach, listen and watch presentation	Powerpoint, videos		

Session 7	Trainee instructors develop a simple framework on which to base classroom flight lessons and develop techniques of delivery	Different delivery methods. Aim, Exercise, Lesson brief, Check understanding, Airmanship (TEM)	Simple brief demonstrated by coach, and then practiced by trainees.	PPT, whiteboard.		
Session 8 1 hour	Develop skills for airborne instruction	Trainee instructors use flying techniques and standard patten to develop methods of flying instruction	Tutor facilitates using flight sim and examples	Flight sim etc		
Session 9 2.5 hours	Trainee instructors will teach turning to their peers.	Trainee instructors will bring together the weekends work to role play teaching turning to the rest of the class	Supervision	Whiteboard, flight sim.		

**Appendix 3**  
**Scheme of work**

**British Gliding Association**

<b>Title of programme:</b>	<b>BGA FI Training Course</b>	<b>Year of Programme:</b>	<b>2013</b>
<b>Title of Module:</b>	<b>Training concepts Flying and briefing - 'C' Module</b>	<b>Tutor's:</b>	<b>BGA Approved coaches</b>
<b>Day(s) and times of sessions:</b>	<b>2 days 0930-5 and 9-5</b>	<b>Location:</b>	<b>Various</b>

<b>Key/Common/Basic Skills:</b>	<b>Assessment strategies:</b>
<p>Have completed the 'A' module of training, and the majority of the 'B' – club based module to a high standard.</p> <p>The Scheme of work below serves as an example. Because this is a flying module, weather conditions will be taken into account when organising the timings of this module.</p>	<p>Formative assessment is used throughout the Module, in addition to a written and flown summative test at the end of the Programme. Feedback on this formative assessment will be given at the conclusion of this Module.</p> <p>This module incorporates a pre – 'D' module test. Progression past this point will not be allowed if this test is not passed.</p>
<b>Teaching and learning general strategies</b>	<b>Internal verifier details</b>
<p>Classroom work and theories of learning and flight are backed up with comprehensive practical in flight practice. Classroom sessions are essential to lay the background of safe aviation practice. The airborne portion must be fitted around the weather constraints of the day.</p>	<p>An assessment is carried out by an independent BGA FIE on completion of the Programme.</p>
	<b>External assessment details:</b>
	<b>Civil Aviation Authority / BGA executive</b>

<b>Produced by:</b>	<b>Mike Fox</b>	<b>Date:</b>	<b>January 2013</b>	<b>Approved by:</b>		<b>Date:</b>	
<b>Equal opportunities and diversity</b>		<p>The British Gliding Association observes a policy at all times of open opportunity, independent of disability, gender, race or any other discriminatory factor. Relevant documents referring to flying with people with disability and the challenges and opportunities involved is available on the BGA website. <i>It is important to understand any issues regarding equal opportunities and diversity early, so that the BGA training system can try to accommodate pilots in their instructor training endeavours as far as is possible.</i></p>					

Session number / timings	Session Aims and Outcomes	Topic and Student activity	Teacher activity	Resources	Assessment method	EASA references
1	Ascertain how club training has been progressing	Introductions, format of the weekend and Review of club training including flying and briefing	Provide feedback to clubs and prospective instructors	Notes		
2	Student instructors will complete the session with a structure for type converting glider pilots	Type converting gliders – student instructors will fly a glider with the aim of type converting a fictional student	Coordinate activity, teach subject	PPT, two seat glider	Formative	
3	Build confidence in presenting information in classrooms.	Students will split into two groups of two to work 2:1 with a course tutor. Prospective instructors will be given time to prepare a classroom lesson	Support and guide students throughout activity.	Mini whiteboards or other alternative resources students wish – possibly powerpoint and projector.	Formative	
4	Build confidence in the subsequent demonstration of exercises in the air.	Students continue in their groupings with course tutors out to the airfield to fly the demonstration.	Support and guide students -	Glider, decent weather, launching equipment.	Fomative	
5	Complete the session with an appreciation of how Cockpit Resource management has a place in gliding.	Ex 3 – Preparation for flight. Elements of CRM.	Role play / collating trainee instructor ideas / developing those ideas		Formative	FCL.920
6	Students will consolidate their practice of briefing and demonstrations with more ex's.	Ex 7 – straight flying etc	Begin to test some of the other ex's learnt at clubs in order to assess the student's suitability to attend the D module.		Summative	FCL.930. FI
7	Assessment of students personal theoretical knowledge.	Students will be assessed for their theoretical knowledge to the Bronze syllabus.	Assess students theoretical knowledge by sitting a Bronze exam.	Bronze exam paper.	Formative / Summative	

## Appendix 4

### Scheme of work

British Gliding Association

<b>Title of programme:</b>	<b>BGA FI Training Course</b>	<b>Year of Programme:</b>	<b>2013</b>
<b>Title of Module:</b>	<b>Residential 'D' Module – Consolidation of FI(S)</b>	<b>Tutor's:</b>	<b>BGA Approved Coaches</b>
<b>Day(s) and times of sessions:</b>	<b>5 - 7 days 0930-5 and then 9-5</b>	<b>Location:</b>	<b>Various</b>

<b>Key/Common/Basic Skills:</b>	<b>Assessment strategies:</b>
<p>Student must, before commencing the 'D' Module have completed the A,B and C modules including passing the flying test contained within the 'C' module.</p> <p>Please note that this module is especially sensitive to weather, and so the order that sessions are carried out will not be the order specified below.</p>	<p>Formative assessment is used throughout the Module, in addition to a written and flown summative test at the end of the Programme. Feedback on this formative assessment will be given at the conclusion of this Module.</p>
<b>Teaching and learning general strategies</b>	<b>Internal verifier details</b>
<p>Classroom work and theories of learning and flight are backed up with comprehensive practical in flight practice. Classroom sessions are essential to lay the background of safe aviation practice.</p>	<p>An assessment is carried out by an independent BGA FIE on completion of the Programme.</p>
	<b>External assessment details:</b>
	<b>Civil Aviation Authority / BGA executive</b>

<b>Produced by:</b>	<b>Mike Fox</b>	<b>Date:</b>	<b>January 2013</b>	<b>Approved by:</b>		<b>Date:</b>	
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<b>Equal opportunities and diversity</b>		The British Gliding Association observes a policy at all times of open opportunity, independent of disability, gender, race or any other discriminatory factor. Relevant documents referring to flying with people with disability and the challenges and opportunities involved is available on the BGA website. <i>It is important to understand any issues regarding equal opportunities and diversity early, so that the BGA training system can try to accommodate pilots in their instructor training endeavours as far as is possible.</i>				
<b>Session number / timings</b>	<b>Session Aims and Outcomes</b>	<b>Topic and Student activity</b>	<b>Teacher activity</b>	<b>Resources</b>	<b>Assessment</b> Formative Summative Formal Informal	<b>EASA references</b>
1	Review of student instructor paperwork and introductions to the format and personnel on the course.	Ensure relevant items have been covered	Review paperwork, introductions			
2	By the end of the session, the student instructor will effectively teach the BGA further spinning exercises as well as Ex 10a – Spin recognition and avoidance	Student instructors will be led by example teach by the coach.	Teach the briefing and flying exercises to the student instructor	PPT, aircraft	Formative	
3	By the end of the session, the student instructor will effectively teach the approach control exercises contained in Ex.12	Student instructors will be led by example teach by the coach.	Teach the briefing and flying exercises to the student instructor	PPT, probably Motorglider	Formative	
4	By the end of the session, the student instructor will effectively teach the Winch launch and winch launch failures contained in Ex 11a	Student instructors will be led by example teach by the coach.	Teach the briefing and flying exercises to the student instructor	PPT, probably Motorglider	Formative	
5	This session aims to give an appreciation of the elements of Ex's 16 to 17b that are available as a separate module for instructors that wish to teach field landings, flight planning, navigation and XC soaring		Teach an overview to the student instructors	PPT		

6	Students able to consider the issues of sending a pupil on a first solo, and the restrictions of their rating.	Ex 13 - First solo	Tutoring	Classroom		
7	Brief, Demo, and fault find for teaching Ex 14	Ex 14 – Advanced Turning	Tutoring and flying	Classroom, airborne		
8	By the end of this session, student instructors will be able to describe the risk factors involved with all gliding, and specifically instructing	Accident statistics as applicable to gliding instruction	Present the statistics	PPT		
9	Prospective instructors will learn to be cautious when allowing their students to fly	Taking over control – when to take over and how.	Role play, scenario based teaching.	Classroom, Airborne		
10	By the end of this session, students will be able to effectively structure the elements of post solo training and checking	Supervision of post solo pilots, TEM,	Role play in the air and on the ground	Classroom, airborne		
1 Hour	Learn the organisational limitations of the rating, and what happens now.	Roundup brief				





## Appendix 6 – Record of theoretical examination results

Applicants for the BGA FI will pass a current (bronze) theoretical examination at a higher pass mark (80%).

Results are below:

<b>Name of candidate</b>
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Subject	Result (minimum 80%)	Retake
Air law and ATC procedures		
Human performance		
Meteorology		
Communications		
Principles of flight – Sailplane		
Operational Procedures – Sailplane		
Flight performance and planning – Sailplane		
Aircraft general knowledge, airframe and emergency equipment – Sailplane		
Navigation part1		
Navigation part 2		

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