



BGA Assistant Instructor Course Programme

A completed copy of this course programme must be submitted to the BGA with the BGA Instructor Form 1.

Student Instructor Name	
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Student Instructor Details

Club name		
Full name		
<p>Please Provide:</p> <ul style="list-style-type: none"> • email address • other contact details • date of birth • medical expiry details 		
Please refer to the club records and/or the student instructor.		
Other flying licences / ratings / certificates held		
Flying experience	Hours total by class, eg Sailplane / SEP:	Hours PIC by class, eg SEP:

CFI Statement

I am satisfied that this candidate is suitable to be trained as an instructor.

CFI name:

Signature:

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General Information

Introduction to the BGA Assistant Instructor training course

From here on, the BGA assistant Instructor training course is referred to as 'the assistant instructor course', or where appropriate, simply 'the course'.

The course is carried out in accordance with the programme outlined in this document.

The aim of the course is to provide a glider pilot with the competencies required to become an assistant instructor, which are:

- preparing resources
- creating a climate conducive to learning
- presenting knowledge
- integrating threat and error management (TEM) and crew resource management (CRM)
- managing time to achieve training objectives
- facilitating learning
- assessing trainee performance
- monitoring and reviewing progress
- evaluating training sessions
- reporting outcomes.

Course Structure Introductory Overview

Ahead of starting this course programme, the student instructor should be achieving the flying standards as set out in the pre-course assessment. The pre-course assessment may be carried out by a CFI or nominated club Flight instructor Coach (FIC). The criteria for this are on Pg.10

There are several elements to the course:

Teaching & Learning theory. Attendance at a BGA Teaching and Learning seminar is a requirement (book via the BGA).

Relevant theory. Self-study supported by Flight Instructor Coaches (FICs) throughout the course. You will sit a Bronze theoretical examination to assess your theoretical knowledge.

Part 1 course – Part 1 exercises. BGA facilitated one week course or conducted at clubs by FICs.

Progress review. Carried out during Part 1 by a Regional Examiner (RE) not significantly involved with the student instructor's training.

Part 2 course – Part 2 exercises. BGA facilitated one week course or conducted at clubs by FICs.

Post course assessment of competence (AoC) - After completing the course, the student instructor is assessed by a Regional Examiner (RE). This course training aims to ensure that the required standard has been met ahead of this assessment.

Post Course Review – Run by an RE within 24 months of acceptance as Instructor by CFI

Pre-requisites, experience requirements, conditions of entry into and completion of training.

Minimum requirements to issue the rating (refer BGA Laws and Rules)

- Silver badge
- Minimum of 75 hours P1 on gliders, including 100 launches
- Recommendation by CFI
- Completion of BGA Approved Instructor Course
- Assessment by a BGA RE

Crediting of Previous Experience

BGA Laws and Rules 'Instructor Requirements' lists several credits for previous experience. If you think you have relevant previous experience, please contact the BGA office.

Pre-Course Assessment and Standards

A pre-course entry assessment of potential student instructors should be carried out by an FIC. The Pre-entry flight standards for this assessment can be found in Pre and Post Course Progression and Records on Pg. 10.

The potential student instructor is not expected to perform as a competent instructor during this assessment. The aim of the assessment is to ensure that the student instructor has the necessary airmanship and flying skills in place before training as an FI(S). In addition to a general discussion regarding safety priorities, including safe winching and safe aerotowing, this assessment must include a flight that is pre-briefed by the FIC during which the potential student instructor's flying should be assessed by an FIC.

Qualifications Required to Provide Course Flight Instruction

Flight instruction during this course may only be provided by a fully rated instructor who is also qualified as a BGA Flight Instructor Coach (FIC).

Course Content Detail

The course describes the minimum required level of Theoretical Knowledge (TK) and Flight Training. Where the opportunity arises, additional TK learning should be encouraged.

Throughout the training course, the student instructor will develop safety awareness through the knowledge, skills, and attitudes relevant to the instructing task. This includes:

Ensuring that the student instructor's flying is of a sufficiently high standard.

Teaching the student instructor the principles of teaching and learning and how to apply them.

Training the student instructor to teach both the ground subjects and air exercises.

Refreshing the theoretical knowledge of the student instructor and how to access all related sources of information.

Other than the section on teaching and learning, the ground and flight training syllabus is aligned with the BGA Bronze course syllabus.

The course should emphasise the importance of individual human factors as well as the instructor-student interaction.

Special attention should be paid to the student instructor's maturity and judgement including an understanding of adults, their behavioural attitudes, and variable levels of prior education.

During the training course, the applicants should be made aware that their own attitudes are key to flight safety. Identifying and avoiding complacency and improving safety awareness should be a fundamental objective throughout the training course.

Course Structure and Facilitation

This course is designed to allow candidates to choose and mix between club delivered and BGA facilitated staged training as follows:

Content	Facilitation
Bronze Theory Test	Club facilitated
Teaching & Learning Home-learning Online interactive webinar	BGA only facilitated via online training and seminars
Part 1 BGA instructor course Ex 1 - 8. Ex 9a and 9b slow flying, stalling and further stalling. Ex 12 Circuit planning. Ex 14 Advanced turning. Ex 15 Soaring various - when/if opportunity arises Review of progress	Part 1 course BGA facilitated over 5 to 7-days OR Club facilitated over a period as required (at least equivalent to 5 to 7 days) Review of progress – see notes on pg. 13.
Part 2 BGA instructor course Ex 10a Spin avoidance Ex 10b Developed spins/spiral dive, further spinning. Ex 11a Winch/car launch, launch failures. Ex 11b aerotowing. Ex 12 Approach control/ landings. Ex 13 Solo. Ex 15 Soaring various If not previously addressed Ex 18 Flight training scenarios	Part 2 course BGA facilitated over 5 to 7-days OR Club facilitated over a period as required (at least equivalent to 5 to 7 days)
Final assessment of competence (AoC)	By R.E. independent from Part 1 & 2 training
Post Course Refresher	Run by RE within 24 months of acceptance by CFI.

Air Exercises

The air exercises are similar to those of the BGA Solo and Bronze training course but with additional items designed to cover the needs of an instructor.

The numbering of exercises should be used primarily as an exercise reference list. They are not completely sequential, but refer to a standard exercise numbering scheme. Therefore, the demonstrations and practices need not necessarily be given in the order listed.

The actual order and content will depend upon the following interrelated variables:

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

At the discretion of the FIC, some of the exercises may be combined whereas some other exercises may be completed over several flights.

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

Planning of flight lessons

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

The student instructor should complete flight training in order to practise the principles of training a student to the BGA Bronze syllabus. During this training, the student instructor occupies the seat normally occupied by an instructor training a student pilot. The instructor providing the instructor training (FIC) is normally playing the role of the student pilot.

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

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

Briefings and debriefings

The exercise briefing normally includes a statement of the aim and a brief reference to principles of flight only if relevant. An explanation is to be given of exactly which air exercises are to be taught by the student instructor and practised by the student pilot (role-played by the FIC) during the flight. It should include how the flight will be conducted regarding who is to fly the aircraft and be responsible for in-flight planning considering airmanship, weather and flight safety. The nature of the lesson will govern the order in which the constituent parts are to be taught.

The basic components that need to be briefed are:

- Aim of the training flight (or series of flights)
- Threat and Error Management
- Air exercise(s) key points
- How the flight will be managed, eg who, what and when
- Questions as the briefing unfolds to check understanding

As a guide and depending on the complexity of the airborne exercise, a pre-flight briefing should only take a few minutes. A longer briefing may indicate that the lesson plan is too complicated!

After each exercise, the student instructor will debrief the FIC who is playing the role of the student pilot.

The debriefing is to evaluate:

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

The FIC will validate the debriefing.

Theoretical knowledge during flight training

As student pilots are required to gain a basic understanding of relevant theoretical knowledge during their training, instructors need to have a good understanding of relevant theoretical knowledge. This will be assessed by sitting a Bronze theoretical exam prior to the course and by the FIC throughout the course.

Resources

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

- BGA - Instructors' Manual
- BGA - Gliding – Theory of Flight
- John McCullagh – Bronze and Beyond
- <https://members.gliding.co.uk/flying-information-and-resources/instructors/instructor-resources/>

Use of simulators

Simulated gliding cannot replace the flight training required by this course programme. Gliding simulators, including a simple arrangement of a screen and flying controls, can be an excellent tool for practising and developing exercise structure and pattern in support of the course flight training requirement. The use of simulators for this purpose is encouraged. A laptop and joystick is sufficient for this purpose.

Recording Training

The exercises described within this course programme are also the formal 'Training Record'. This formal training record is required as part of the course. Each of the exercises includes a brief statement of the standards expected from the student instructor before the exercise is signed as completed. The formal training record exercises must be signed as soon as completed by an FIC.

In addition, all launches and flight time completed during the course must be logged in the student instructor's logbook and in each case signed by the FIC.

FICs may use the 'FIC Initials' column to keep track of elements completed. These initials are simply for convenience – they are not compulsory. The FIC signature block **must** be signed when the whole exercise is complete.

Please see following section for pre-course recording of training and standards.

Safety

The BGA Safety Management System (available on the BGA member website) is to be complied with throughout this course programme.

Pre and Post Course Progression and Records

Pre entry flight standards and assessment form

1- Lookout and Airmanship

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

2 - Speed Control

The trainee instructor should demonstrate the ability to maintain 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 (45deg) and maintaining the speed +/-5 Knots. The airspeed on any approach should never be below a pre – declared minimum, and not more than reasonable and appropriate for the conditions. The trainee instructor must maintain a safe speed (no matter the circumstances) on the winch launch.

3 - Lack of Slip and Skid

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

4 - Circuit Planning

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

5 - Winch Launch Failures

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

6 - Stalling and Spinning

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

7 - Landings / Field Landings

Landings made by the trainee instructor must be fully held off. Trainee instructors should be able to 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. The trainee instructor should be able to demonstrate more than one approach to suitable selected fields away from the home site in a self-launching sailplane or TMG.

8 – Winch launching

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

9 – Aerotowing

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

Pre-course assessment completed (FIC and student instructor to sign):

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

Theoretical Knowledge

The course requires that theoretical knowledge is studied. A Bronze theoretical test will be carried out prior to the course to provide an assessment of the Student instructors' knowledge. The exam can be set by any CFI or nominated FIC.

The subjects detailed in the theoretical knowledge syllabus listed below should be studied independently (utilising SPL / Bronze gliding certificate theoretical knowledge training resources), with support where required from an FIC.

A BGA instructor is not expected to be a theoretical knowledge expert. However, the instructor is expected to have both the level of theoretical knowledge and an understanding of how to access the sources of information needed to teach the BGA Solo and Bronze course content.

THEORETICAL KNOWLEDGE WRITTEN ASSESSMENT (BRONZE THEORETICAL EXAM)		Result	Resit – if required
1.1	Air law		
1.2	Aircraft general knowledge		
1.3	Flight performance and planning		
1.4	Human performance and limitations		
1.5	Meteorology		
1.6	Navigation		
1.7	Operational procedures		
1.8	Principles of flight		

Theoretical knowledge will additionally be assessed throughout the course.

TK progress test completed satisfactorily (FIC and student instructor to sign):

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

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

Teaching and learning

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

The Teaching and Learning training is completed via a BGA facilitated module along with associated self-study.

The following competencies shall be achieved:

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

Many of the attributes listed above will be trained during the course of the flying portion of training. However, to prepare the student instructor and teach them the appropriate 'teaching and learning' skills, the BGA instructor training includes a specific training course.

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

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

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

Progress Review and Completion Assessment

Forms for completion by you and your coach/es at these stages of the course are contained within the documents for Parts 1 and 2 of the course.

Review of progress on Part 1

At or about the end of Part 1, a review of progress is to be carried to check that the student instructor's needs are being met, to confirm that the student instructor is making satisfactory progress, and if required, to agree refresher training on any aspect of training previously covered.

The course progress review is carried out by a Regional Examiner who to date has not provided significant student instructor's training

Course Completion

Following successful completion of the course, a course completion certificate should be completed and certified by the club CFI.

Completion Assessment of Competence

Following successful completion of the course you are required to undertake a final assessment of competence (AoC) by a Regional Examiner who has been independent from your Parts 1 & 2 training.

Student instructors should ensure that ahead of an Assessment of Competence (AoC) with an examiner that they have access to their;

- Course completion certificate signed by the CFI
- Identification document (eg driving licence)
- Pilot Logbook
- Any licences and / or relevant certificates held
- Valid medical certificate

The examiner will reference the BGA Examiners' Handbook to plan the AoC.

Remember that to meet the required standard to hold a BGA Assistant Instructor rating you should be able to achieve the following competencies:

- Preparing resources
- Creating a climate conducive to learning
- Presenting knowledge
- Integrating Threat and Error Management (TEM) and Crew Resource Management (CRM)
- Managing time to achieve training objectives and facilitate learning,
- Assessing trainee performance,
- Monitoring and reviewing progress,
- Evaluating training sessions and reporting the outcomes.

There are more details of these competencies on the next table to help you and your coach consider your progress.

Instructor competencies and assessment standards

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

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

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

Part 1 Exercises

Pt.1 - Exercise 1: Familiarisation with the sailplane

Objective

To advise the student instructor on how to familiarise the student with the sailplane which will be used for the training and to test the student's position in the sailplane for comfort, visibility, and ability to use all controls and equipment. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.

TEM

Any common ergonomic issues; shock absorbing foam; non duplicated instruments / controls in different cockpits; damage reporting

Briefing and exercise

The student instructor has to:

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

Debriefing

See 'Briefing and debriefings'

Completion standards

Student instructor can satisfactorily describe the sailplane parts and equipment and teach how to use and adjust them.

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

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

Pt.1 - Exercise 2: Procedure in the event of emergencies

<p>Objective</p> <p>To advise the student instructor on how to familiarise the student with the use of the parachute and how to explain the bail-out procedure in case of emergency. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.</p>	
<p>TEM Aircraft bailout issues</p>	
<p>Briefing and exercise</p> <p>The student instructor has to:</p> <ul style="list-style-type: none"> • Explain how to handle the parachute with care (transport, storage and drying after use) 	<p><u>FIC</u> <u>Initials</u></p>
<ul style="list-style-type: none"> • Demonstrate the adjustment of the parachute harness 	
<ul style="list-style-type: none"> • Aid the student to perform the adjustment of the parachute harness 	
<ul style="list-style-type: none"> • Demonstrate the attachment of the static line of the parachute (may be simulated) 	
<ul style="list-style-type: none"> • Explain the bail-out procedure (especially from a sailplane in unusual attitude) 	
<ul style="list-style-type: none"> • Practise the bail-out procedure 	
<ul style="list-style-type: none"> • Explain the procedure for landing with a parachute in normal conditions and with a strong wind; and 	
<ul style="list-style-type: none"> • Demonstrate and practise parachute landing fall drills 	
<p>Debriefing</p> <p>See 'Briefing and debriefings'</p>	
<p>Completion standards</p> <p>Student instructor can satisfactorily describe the procedures to follow in the event of an emergency in flight or on the ground.</p>	

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

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

Pt.1 - Exercise 3: Preparation for flight

<p>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.</p>	
<p>TEM Distractions during internal/external and pre-flight checks</p>	
<p>Briefing The student instructor has to explain:</p> <ul style="list-style-type: none"> the need for a pre-flight briefing; 	<p><u>FIC</u> <u>Initials</u></p>
<ul style="list-style-type: none"> the structure and the content of this briefing; 	
<ul style="list-style-type: none"> which documents are required on board; 	
<ul style="list-style-type: none"> which equipment is required for a flight; 	
<ul style="list-style-type: none"> how to handle the sailplane on the ground, how to move it, how to tow it out and how to park it; 	
<ul style="list-style-type: none"> how to carry out a daily inspection; 	
<ul style="list-style-type: none"> how to carry out a 'walk around' pre-flight inspection; 	
<ul style="list-style-type: none"> the procedure for verifying in-limits mass and balance; and 	
<ul style="list-style-type: none"> the pre-launch checks (checklist). 	
<p>Exercise The student instructor has to demonstrate:</p> <ul style="list-style-type: none"> the need for a pre-flight briefing; 	
<ul style="list-style-type: none"> that the required documents are on board; 	
<ul style="list-style-type: none"> that the equipment required for the intended flight is on board; 	
<ul style="list-style-type: none"> how to handle the sailplane on the ground, move it to the start position, tow it out and 	
<ul style="list-style-type: none"> park it; 	
<ul style="list-style-type: none"> how to perform a DI and a 'walk around' inspection; 	
<ul style="list-style-type: none"> how to verify in-limits mass and balance; 	
<ul style="list-style-type: none"> how to adjust harness as well as seat or rudder pedals; 	
<p>Debriefing See 'Briefing and debriefings'</p>	
<p>Completion standards Student instructor can satisfactorily explain and demonstrate the required items.</p>	

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

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

Pt.1 - Exercise 4: Initial flying lesson

<p>Objective To advise the student instructor on how to familiarise the student with being in the air, with the area around the airfield, to note his/her reactions in this situation, and to draw his/her attention to safety and look-out procedures. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.</p>	
<p>TEM Distractions, collision, range to the airfield. Student adverse reaction. Handing over and taking control / guarding controls on very early flights</p>	
<p>Briefing The student instructor has to explain:</p> <ul style="list-style-type: none"> • the area around the airfield; • the need for looking out; • the change of aircraft control protocol 	<p>FIC Initials</p>
<p>Exercise The student instructor has to:</p> <ul style="list-style-type: none"> • show the noteworthy references on the ground; • analyse the reactions of the student; • check that the student looks out (safety). 	
<p>Debriefing See 'Briefing and debriefings'</p>	
<p>Completion standards Student instructor can satisfactorily explain the need for lookout, the handover/takeover protocol, and analyse student understanding of those points during flight.</p>	

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

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

Pt.1 - Exercise 5: Effects of controls

<p>Objective To advise the student instructor on how to: demonstrate the primary effects of each control with the help of visual references; train the student pilot to recognise when the sailplane is no longer in a normal attitude along one of the axes and to return to the normal attitude; train continuous and efficient look-out during these exercises; and analyse and correct errors and student pilot mistakes as necessary.</p>	
<p>Note BGA instructor manual 5 – ‘Lookout’. 7 – ‘Effects of controls’. 21 – ‘Flaps’. 11 – ‘Airbrakes and spoilers’. 30 ‘Instructors patten notes’ - Patten for primary effects of controls, airspeed indicator & airspeed monitoring.</p>	
<p>TEM Collision, range to the airfield, student adverse reaction, handing over / taking over control.</p>	
<p>Briefing The student instructor has to explain:</p> <ul style="list-style-type: none"> • definitions of the axis of a sailplane; • look-out procedures; • visual references along each axis; • primary effects of controls when laterally level; • relationship between attitude and speed; • use of flaps; and • use of airbrakes. 	<p>FIC Initials</p>
<p>Exercises The student instructor has to demonstrate:</p> <ul style="list-style-type: none"> • visual references in flight (eg normal gliding attitude); • primary effect of elevator; • relationship between attitude and speed (inertia); • primary effect of rudder on the rotation of the sailplane around the vertical axis; • primary effect of ailerons on banking; • effect of airbrakes (including changes in pitch when airbrakes are extended or retracted); • effects of flaps (provided the sailplane has flaps); • look-out procedures during all the exercises; • how to teach all the exercises; and • how to analyse and correct errors as necessary. 	
<p>Debriefing See ‘Briefing and debriefings’</p>	
<p>Completion standards While appropriately prioritising lookout, the student instructor should be able to explain and teach the effects of the controls.</p>	

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

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

Pt.1 - Exercise 6: Coordinated rolling to and from moderate angles of bank

Objective To advise the student instructor on secondary effects of controls and on how to teach the student to coordinate ailerons and rudder in order to compensate for the adverse yaw effect. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
Note BGA instructor manual 5 – ‘Lookout’. 7 – ‘Effects of controls’. 30 – ‘Instructors patter notes’ - Patter for adverse yaw	
TEM Collision, range to the airfield, student adverse reaction/ handing over / taking over control	
Briefing The student instructor has to explain: <ul style="list-style-type: none"> secondary effects; 	FIC Initials
<ul style="list-style-type: none"> adverse yaw; 	
<ul style="list-style-type: none"> how to compensate for the adverse yaw; and 	
<ul style="list-style-type: none"> further effect of the rudder. 	
Exercises The student instructor has to demonstrate: <ul style="list-style-type: none"> adverse yaw; further effect of rudder; coordination of rudder and aileron controls to compensate for adverse yaw; rolling to and from moderate angles of bank (20 to 30 °) and returning to a level attitude; how to teach all the exercises; and how to analyse and correct errors as necessary. 	
Debriefing See ‘Briefing and debriefings’	
Completion standards While appropriately prioritising lookout, the student instructor should be able to explain and teach co-ordinated rolling to and from moderate angles of bank.	

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

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

Pt.1 - Exercise 7: Straight flying

Objective To advise the student instructor on how to train the student to maintain straight flight with a constant heading without slipping and skidding. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
Note BGA instructor manual 5 – ‘Lookout’. 8 – ‘Use of trimmer’. 9 – ‘The straight glide’. 30 – ‘Instructors patter notes’ – Trimming and Straight glide ‘Lookout, attitude, instruments’.	
TEM Collision, range to the airfield.	
Briefing The student instructor has to explain: <ul style="list-style-type: none"> • how to maintain straight flight; • different air speed limitations; • pitch stability of the sailplane; and • effect of trimming. 	FIC Initials
Exercises The instructor student has to demonstrate: <ul style="list-style-type: none"> • maintaining straight flight; • inherent pitch stability; • control in pitch with visual references and speed; • use of trim; • lookout • control of pitch and roll attitude with visual references • instrument monitoring; • control of direction using ground visual references; • look-out procedures during all the exercises; • how to teach the exercises; and • how to analyse and correct errors as necessary. 	
Debriefing See ‘Briefing and debriefings’	
Completion standards While appropriately prioritising lookout, the student instructor should be able to explain and teach how to maintain straight flight with satisfactory speed control and without skidding or slipping.	

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

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

Pt.1 - Exercise 8: Turning

Objective To advise the student instructor on how to teach students to fly turns and circles with a moderate constant bank of about 30 ° with constant attitude (speed) and coordinated flight. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.		
Note BGA instructor manual 5 – ‘Lookout’. 10 – ‘Turning’. 30 – ‘Instructors patten notes’ – Turning, Slip and skid.		
TEM Collision, range to the airfield		
Briefing The student instructor has to explain: <ul style="list-style-type: none"> forces on the sailplane during a turn; need to look out before turning; sequences of a turn (entry, stabilising and exiting); common faults during a turn; how to turn on to selected headings, use of compass; and use of instruments (ball indicator or slip string) for precision. 	FIC Initials	
Exercises The student instructor has to demonstrate: <ul style="list-style-type: none"> look-out procedure before turning; entering a turn (correction of adverse yaw); maintaining a turn (keeping the attitude and compensating the induced roll); exit from a turn; most common faults in a turn; turns on to selected headings (use landmarks as reference); use of slip string (or ball) for precision; how to teach the exercises; and how to analyse and correct errors as necessary. 		
Debriefing See ‘Briefing and debriefings’		
Completion standards While appropriately prioritising lookout, the student instructor should be able to explain and teach how to turn at moderate bank angles with a constant speed and without skidding or slipping.		

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

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

Pt.1 - Exercise 9a: Slow flight

<p>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.</p>	
<p>Note BGA instructor manual – pre-stall elements of 18 – 'Stalling'</p>	
<p>TEM Collision, Range to the airfield</p>	
<p>Briefing The student instructor has to explain:</p> <ul style="list-style-type: none"> • characteristics of slow flight; and • risks of inadvertently stalling 	<p>FIC Initials</p>
<p>Exercises The student instructor has to check that the airspace below the sailplane is free of other aircraft before starting the exercise (HASSELL). The student instructor has to demonstrate:</p> <ul style="list-style-type: none"> • controlled flight down to critically high angle of attack (slow air speed), and draw the attention of the student to the nose up attitude, reduction of noise, reduction of speed; • return to the normal attitude (speed); • how to teach the exercises; and • how to analyse and correct errors as necessary. 	
<p>Debriefing See 'Briefing and debriefings'</p>	
<p>Completion standards While appropriately prioritising lookout, the student instructor should be able to explain the risk from slow flight and stalling and teach how to recognise and recover from slow flight.</p>	

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

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

Pt.1 - Exercise 9b: Stalling

Objective

To advise the student Instructor on how to improve the student's ability to recognise a stall and to recover from it. This includes stall from a level flight and stalls when a wing drops. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.

Note Consideration is to be given to manoeuvre limitations and references to the flight manual or equivalent document (for example, owner's manual or pilot's operating handbook) in relation to mass and balance limitations.

The safety checks should take into account the minimum safe altitude for initiating such exercises in order to ensure an adequate margin of safety for the recovery.

If specific procedures for stalling or spinning exercises and for the recovery techniques are provided by the flight manual or equivalent document (for example, owner's manual or pilot's operating handbook), they have to be taken into consideration. These factors are also covered in subsequent stalling and spinning exercises.

BGA instructor manual 18 - 'Stalling'.

TEM

T&E: Collision while control effectiveness is degraded, range to airfield M: Lookout as a priority; HASELL; effective EC use, safe height to return

Briefing

The student instructor has to explain:

- the mechanism of a stall;
- the effectiveness of the controls at the stall;
- pre-stall symptoms, recognition and recovery;
- factors affecting the stall (importance of the angle of attack and high speed stall);
- effect of flaps if any on the sailplane;
- effects of being out of balance
- safety checks before stalling;
- stall symptoms, recognition and recovery;
- recovery when a wing drops; and
- approach to stall in the approach and in the landing configurations;
- recognition and recovery from accelerated stalls.

FIC
Initials

P.T.O.

Pt.1 - Exercise 9b: Stalling (Continued)

Exercises	FIC Initials
The student instructor has to demonstrate:	
<ul style="list-style-type: none"> HASSELL safety checks 	
<ul style="list-style-type: none"> pre-stall symptoms, recognition and recovery; 	
<ul style="list-style-type: none"> stall symptoms - recognition and recovery from the straight stall, the mush stall and the wing drop stall; 	
<ul style="list-style-type: none"> stall and recovery in the approach and in the landing configurations; 	
<ul style="list-style-type: none"> recognition and recovery from stalls at 30°, 45° and 60° bank angle 	
<ul style="list-style-type: none"> recognition and recovery from stalls at higher loads and speeds 	
<ul style="list-style-type: none"> recognition and recovery at the pre-stall stage with 'instructor induced' distractions; 	
<ul style="list-style-type: none"> how to teach the exercises; and 	
<ul style="list-style-type: none"> how to analyse and correct errors as necessary. 	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor should be able to explain stalling and while appropriately prioritising lookout, safely teach how to recognise and recover promptly (with minimum height loss) from any stall.	

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

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

Pt.1 - Exercise 12a: Circuit planning

Objective To advise the student instructor on how to teach the student to fly a safe circuit. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
Note BGA instructor manual 15 – ‘Circuit planning parts one and two’.	
TEM Collision. Getting low in the circuit. Handover/takeover. Guarding controls.	
Briefing The student instructor has to explain: <ul style="list-style-type: none"> the procedures for rejoining the circuit; 	FIC Initials
<ul style="list-style-type: none"> the procedures for collision avoidance and the look-out techniques; 	
<ul style="list-style-type: none"> the pre-landing check; 	
<ul style="list-style-type: none"> the normal circuit procedures, downwind, base leg; 	
<ul style="list-style-type: none"> the use of flaps (if applicable); and 	
Exercise The student instructor has to demonstrate: <ul style="list-style-type: none"> procedures for collision avoidance and the look-out techniques; procedures for joining the circuit; pre-circuit/landing check; circuit planning and contingencies (for example, running out of height); how to teach the student pilot to fly a safe circuit; and how to analyse and correct errors as necessary 	
Debriefing See ‘Briefing and debriefings’	
Completion standards The student instructor should be able to explain the circuit and teach on the ground and in the air including contingencies such as running out of height. The student instructor must be able to explain WHY they are making decisions during their demonstrations.	

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

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

Pt.1 - Exercise 14: Advanced turning

<p>Objective To advise the student instructor on how to teach steep turns or circles (45 ° banking) at constant attitude (speed) and with the yaw string centred. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.</p>	
<p>Note BGA instructor manual 10 - 'Turning'.</p>	
<p>TEM Collision, inadvertent spiral dives, handing / taking over control.</p>	
<p>Briefing The student instructor has to explain:</p> <ul style="list-style-type: none"> the relationship between banking and speed; how to master steep turns or circles; the unusual attitudes which can occur (stalling or spinning and spiral dive); and how to recover from these unusual attitudes. 	<p>FIC Initials</p>
<p>Exercise The student has to demonstrate:</p> <ul style="list-style-type: none"> steep turns (45 °) at constant speed and with the yaw string centred; common errors (slipping and skidding); unusual attitudes and how to recover from them; how to teach the student pilot to fly steep turns; and how to analyse and correct errors as necessary. 	
<p>Debriefing See 'Briefing and debriefings'</p>	
<p>Completion standards While appropriately prioritising lookout, the student instructor should be able to explain and teach how to enter and maintain a steep (~45 deg) turn through at least 360 degrees at nominated speed and in balance, and with an exit heading towards a nominated feature.</p>	

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

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

Part 1 - Course Progress Review

Objective

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

The course progress review is carried out by a RE who to date has not provided a significant amount student instructors training.

Progress review completed and next steps agreed: RE and student instructor to sign.

RE name		Student instructor name	
RE signature		Student instructor signature	
Date		Date	

Part 2 Exercises

Pt.2 - Exercise 10a: Recognition and avoidance of spins

<p>Objective To advise the student instructor on how to improve the student's ability to recognise a spin at the excessive wing drop stage and to recover from it. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.</p>	
<p>Note This exercise covers the BGA exercise 'stall with wing drop', as well as discussing some of the spin related issues. This is not a full spin but focusses on the very important <i>spin avoidance cues</i>. BGA instructor manual 18 – 'Stalling', 19 - 'Spinning and spiral dives'</p>	
<p>TEM Collision, range to the airfield, minimum recovery height, over-speeding, overstressing, weight and balance, handing over / taking over controls, inappropriate recovery, guarding controls appropriately. Consideration of manoeuvre limitations and the need to refer to the aircraft flight manual.</p>	
<p>Briefing The student instructor has to explain:</p> <ul style="list-style-type: none"> • why a sailplane spins; 	FIC Initials
<ul style="list-style-type: none"> • how to recognise the symptoms of a spin (not to be confused with spiral dive); 	
<ul style="list-style-type: none"> • what are the parameters influencing the spin; and 	
<ul style="list-style-type: none"> • how to recognise and recover from excessive wing drop, ie about 45°. 	
<p>Exercises The student instructor has to demonstrate:</p> <ul style="list-style-type: none"> • HASSELL safety checks 	
<ul style="list-style-type: none"> • stalling and recovery at the stall with excessive wing drop, ie about 45°; 	
<ul style="list-style-type: none"> • recognition and recovery with 'instructor induced' distractions; 	
<ul style="list-style-type: none"> • how to teach recognition and the correct recovery; 	
<ul style="list-style-type: none"> • how to analyse and correct errors as necessary. 	
<p>Debriefing See 'Briefing and debriefings'</p>	
<p>Completion standards The student instructor should be able to explain spinning, and while appropriately prioritising lookout, safely teach how to recognise and avoid a spin.</p>	

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

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

Pt.2 - Exercise 10b: Entry and recovery from developed spins

<p>Objective To advise the student instructor on how to teach the student pilot to recognise a developed spin and to recover from it. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.</p>	
<p>Note BGA instructor manual 19 - 'spinning and spiral dives'.</p>	
<p>TEM Collision, range to the airfield, minimum recovery height, over-speeding, overstressing, weight and balance, handing over / taking over controls, inappropriate recovery, guarding controls appropriately. Consideration of manoeuvre limitations and the need to refer to the aircraft flight manual.</p>	
<p>Briefing The student instructor has to explain:</p> <ul style="list-style-type: none"> • the spin entry; 	<p><u>FIC</u> <u>Initials</u></p>
<ul style="list-style-type: none"> • the symptoms of a real spin and the recognition and identification of spin direction; 	
<ul style="list-style-type: none"> • the spin recovery; 	
<ul style="list-style-type: none"> • use of controls; 	
<ul style="list-style-type: none"> • effects of flaps (flap restriction applicable to type); 	
<ul style="list-style-type: none"> • the effect of the CofG upon spinning characteristics; 	
<ul style="list-style-type: none"> • spinning from various flight attitudes (further spinning exercises can be introduced here); 	
<ul style="list-style-type: none"> • the sailplane limitations; 	
<ul style="list-style-type: none"> • safety checks; and 	
<ul style="list-style-type: none"> • common errors during recovery. 	
<p>Exercises The student instructor has to demonstrate:</p> <ul style="list-style-type: none"> • HASSELL safety checks 	
<ul style="list-style-type: none"> • spin entry; 	
<ul style="list-style-type: none"> • recognition and identification of the spin direction; 	
<ul style="list-style-type: none"> • spin recovery 	
<ul style="list-style-type: none"> • effects of flaps (restrictions applicable to sailplane type); 	
<ul style="list-style-type: none"> • spinning and recovery from various attitudes (further spinning exercises (Spin off a winch launch and Spin off a steep / thermal turn) should be introduced here); 	
<ul style="list-style-type: none"> • recognition and recovery from a spiral dive 	
<ul style="list-style-type: none"> • how to demonstrate the exercise; and 	
<ul style="list-style-type: none"> • how to analyse and correct errors as necessary. 	
<p>Debriefing See 'Briefing and debriefings'</p>	
<p>Completion standards The student instructor should be able to explain spinning, and while appropriately prioritising lookout, safely teach how to recover from developed spins as well as spiral dives.</p>	

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

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

Pt.2 - Exercise 11a: Winch Launch (note: while it is ideal if an FI(S) can teach all launch methods, an FI(S) must be able to teach either the winch launch or the aerotow launch method)

<p>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.</p>	
<p>Note BGA instructor manual 16 – ‘Wire launching’</p>	
<p>TEM Refer safe winch launching guidance. Guarding controls. Key issue - take control if student pilot does not react correctly as there is no time to prompt.</p>	
<p>Briefing The student instructor has to explain:</p> <ul style="list-style-type: none"> the signals or communication before and during launch; the use of the launching equipment; the pre-take-off checks; the procedure for into wind take-off; the procedure for crosswind take-off; the safe and adequate profile of winch launch and limitations; and the launch failure procedures 	<p>FIC Initials</p>
<p>Exercise The student instructor has to demonstrate:</p> <ul style="list-style-type: none"> use of the launching equipment; pre-take-off checks; into wind take-off; crosswind take-off; safe and adequate profile of winch launch and limitations; launch failure procedure including launch failure recoveries; how to teach the student pilot to perform safe winch launches; how to teach the student pilot to manage an aborted/failed launch (different heights and speeds); how to analyse and correct errors as necessary. <p>Note: at least 3 practice launch failure exercises are required</p>	
<p>Debriefing See ‘Briefing and debriefings’</p>	
<p>Completion standards The student instructor should be able to explain winch launching including safety precautions, and safely teach winch launching and winch launch failure recognition and recovery.</p>	

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

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

Pt.2 - Exercise 11b: Aerotow (note: while it is ideal if an FI(S) can teach all launch methods, an FI(S) must be able to teach the winch launch or the aerotow launch method)

<p>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.</p>	
<p>Note BGA instructor manual 17 – ‘Aerotow Launching’</p>	
<p>TEM Refer safe aerotow launching guidance. Guarding controls. Key issue - take control if student pilot does not react correctly as there is no time to prompt. Ensure handling pilot focus is exclusively on the towing aircraft during the launch.</p>	
<p>Briefing The student instructor has to explain:</p> <ul style="list-style-type: none"> • the signals or communication before and during launch; • the use of the launch equipment; • the pre-take-off checks; • the procedure for into wind take-off; • the procedure for crosswind take-off; • the procedure on tow: straight flight, turning and slip stream; • the recovery from out-of-position on tow; • the procedures in case of launch failure and abandonment; • the descending procedure on tow (towing aircraft and sailplane); and • the reasons for launch failures and abandonment or procedures. 	<p><u>FIC</u> <u>Initials</u></p>
<p>Exercise The student instructor has to demonstrate:</p> <ul style="list-style-type: none"> • signals before and during launch; • use of the launch equipment; • pre-take-off checks; • into wind take-off; • crosswind take-off; • the tow: straight flight, turning and slip stream; • recovery from out-of-position on tow; • launch failure and abandonment procedure with and without response to a signal from the tow plane; (this exercise can be usefully supplemented using a TMG) • descending on tow; • how to teach the student pilot to perform safe aerotow launches; • how to teach the student pilot to manage an aborted/failed launch; and • how to analyse and correct errors as necessary. 	
<p>Debriefing See ‘Briefing and debriefings’</p>	
<p>Completion standards The student instructor should be able to explain aerotow launching including safety precautions, and safely teach aerotowing, emergency and launch failure recognition and recovery.</p>	

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

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

Pt.2 - Exercise 12b: Approach and landing

Objective To advise the student instructor on how to teach the student to fly a safe approach and to land the sailplane. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
Note BGA instructor manual 12 – ‘Approach control’, 13 – ‘Landing’	
TEM Collision. Getting low in the circuit and approach. Energy management on the approach. Handover/takeover. Guarding controls. Key issue - take control if student pilot does not react correctly on approach or landing as there is no time to prompt.	
Briefing The student instructor has to explain:	FIC Initials
<ul style="list-style-type: none"> the effect of wind on approach and touchdown speeds ; 	
<ul style="list-style-type: none"> the visualisation of a reference point; 	
<ul style="list-style-type: none"> the approach control and use of airbrakes; 	
<ul style="list-style-type: none"> the use of flaps (if applicable); and 	
<ul style="list-style-type: none"> the procedures for normal and crosswind approach and landing 	
Exercise The student instructor has to demonstrate:	
Approach:	
<ul style="list-style-type: none"> procedures for collision avoidance and the look-out techniques; 	
<ul style="list-style-type: none"> effect of wind on approach and touchdown speeds; 	
<ul style="list-style-type: none"> visualisation of a reference point; 	
<ul style="list-style-type: none"> approach control; 	
<ul style="list-style-type: none"> use of airbrakes; 	
<ul style="list-style-type: none"> use of flaps (if applicable); 	
<ul style="list-style-type: none"> approaches into wind; 	
<ul style="list-style-type: none"> approaches crosswind; 	
<ul style="list-style-type: none"> how to teach the student pilot to fly a safe approach; and 	
<ul style="list-style-type: none"> how to analyse and correct errors as necessary 	
Landing	
<ul style="list-style-type: none"> landings into wind; 	
<ul style="list-style-type: none"> landings crosswind 	
<ul style="list-style-type: none"> ballooned landing (demo only) 	
<ul style="list-style-type: none"> how to teach the student pilot to perform a safe landing; and 	
<ul style="list-style-type: none"> how to analyse and correct errors as necessary. 	
Debriefing See ‘Briefing and debriefings’	
Completion standards The student instructor should be able to explain the approach and landing, and safely teach both, including contingencies such as managing undershoot and overshoot scenarios, and ballooned landings.	

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

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

Pt.2 - Exercise 13: First solo

Objective To advise the student instructor on how to prepare their students for the first solo flight.	
Note BGA instructor manual 20 – ‘First solo’.	
TEM Perceived pressures of this milestone. Nothing must drive the student’s readiness for this except their preparedness and completion of relevant exercises.	
Briefing The student instructor has to explain: <ul style="list-style-type: none"> the limitations of the flight (awareness of local area and restrictions); 	FIC Initials
<ul style="list-style-type: none"> the use of required equipment; and 	
<ul style="list-style-type: none"> the effect of the CG on the longitudinal stability of the sailplane. 	
<ul style="list-style-type: none"> pre-solo theoretical knowledge requirements including in respect of airspace 	
Exercise The student instructor has to: <ul style="list-style-type: none"> check with another or more senior instructor if the student can fly solo; monitor the flight; and debrief the flight with the student. 	
Debriefing See ‘Briefing and debriefings’	
Completion standards The student instructor should be able to explain how to prepare a student pilot for first solo and describe their responsibilities before during and after the flight.	

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

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

Pt. 2 - Exercise 18: Flight Training Scenarios

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

Objective To advise the student instructor on the practical application of the planning and management of training flights and safe in-flight instructional technique.	
TEM High workload and distraction <i>for the instructor</i> due to poor preparation, eg. incomplete pre-flight checks, range from airfield, collision, airspace infringement.	
Briefing The student instructor has to explain: <ul style="list-style-type: none"> • how to read a student training record 	FIC Initials
<ul style="list-style-type: none"> • how to plan a training flight to incorporate a lesson and student pilot practice of previously learnt skills 	
<ul style="list-style-type: none"> • how to minimise instructor distraction 	
<ul style="list-style-type: none"> • how to effectively monitor the student pilots actions 	
<ul style="list-style-type: none"> • how to guard the controls 	
<ul style="list-style-type: none"> • when to take control 	
Exercises The student instructor has to demonstrate: <ul style="list-style-type: none"> • planning a training flight to incorporate a lesson and student pilot practice of previously learnt skills (based on a brief by the FIC) 	
<ul style="list-style-type: none"> • awareness of potential distraction and mitigating techniques 	
<ul style="list-style-type: none"> • effective monitoring of student pilot actions 	
<ul style="list-style-type: none"> • guarding of controls 	
<ul style="list-style-type: none"> • appropriate take-over of control 	
Debriefing See 'Briefing and debriefings'	
Completion standards The student instructor can plan a training flight to incorporate an appropriate lesson and student pilot practice of previously learnt skills, minimises the opportunity for instructor distraction, effectively monitors the student pilot's actions, guards the controls effectively, takes control when the situation requires, and appropriately guides the student pilots progress.	

Exercise 18 completed satisfactorily (FIC and student instructor to sign):

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

Part 1 or 2 Exercises 15a-c – Soaring ~ Depending on opportunity (see notes)

Notes for exercises 15a to 15c

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

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

Objective	
To advise the student instructor on how to teach the student to recognise and detect thermals, on how to join a thermal and on how to look out, in order to avoid mid-air collisions. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.	
Note BGA instructor manual 24 - 'Thermalling' and G. Dale, The Soaring Engine volume 1.	
TEM	
Range to the airfield, collision, airspace, use of GPS moving maps, EC limitations. Awareness of the 'Soaring Protocol'.	
Briefing	FIC Initials
The student instructor has to explain:	
• the look-out procedures;	
• the detection and recognition of thermals;	
• the use of audio soaring instruments;	
• the procedure for joining a thermal and giving way;	
• how to fly in close proximity to other sailplanes;	
• how to centre in thermals; and	
• how to leave thermals.	
Exercises	
The student instructor has to demonstrate:	
• look-out procedures;	
• detection and recognition of thermals;	
• use of audio soaring instruments;	
• joining a thermal and giving way ;	
• procedure for flying in close proximity to other sailplanes;	
• centring in thermals;	
• leaving thermals;	
• how to teach the student pilot to recognise and detect thermals;	
• how to teach the student pilot to join, stay in and leave a thermal and how to look out; and	
• how to analyse and correct errors as necessary.	
Debriefing	
See 'Briefing and debriefings'	
Completion standards	
The student instructor should be able to explain and teach how to detect and safely enter, make efficient use of, and leave thermals that are occupied by other sailplanes.	

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

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

Part 1 or 2 – Depending on opportunity

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

<p>Objective To advise the student instructor on how to teach the student to fly safely on ridges, to control their speed, and to apply the rules in order to avoid mid-air collisions. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.</p>	
<p>Note Gliding NZ AC2-13, FFVP Safety in Mountain Flying, FAA Glider Handbook Section 10, and G. Dale, The Soaring Engine volume 1</p>	
<p>TEM Awareness/avoidance of people on the ground, collision with terrain/objects and other aircraft, distance from airfield, EC limitations, landing options. Awareness of the 'Soaring Protocol'.</p>	
<p>Briefing The student instructor has to explain:</p> <ul style="list-style-type: none"> • Look-out procedures; • the ridge flying rules; • the recognition of safe and adequate flight path; and • speed control. 	<p>FIC Initials</p>
<p>Exercises The student instructor has to demonstrate:</p> <ul style="list-style-type: none"> • look-out procedures; • practical application of ridge flying rules; • recognition of safe and adequate flight path; • speed control; • how to teach the student pilot to fly safely on ridges; and • how to analyse and correct errors as necessary. 	
<p>Debriefing See 'Briefing and debriefings'</p>	
<p>Completion standards The student instructor should be able to explain and teach how to make safe and efficient use of a ridge, including how to safely interpret any exemption from low flying rules.</p>	

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

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

Part 1 or 2 – Depending on opportunity

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

<p>Objective To advise the student instructor on how to introduce students to wave flying and to teach them to fly safely at high altitude. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.</p>		
<p>Note FAA Glider Handbook Section 10, and G. Dale, The Soaring Engine volume 2.</p>		
<p>TEM Collision, loss of situational awareness regarding navigation and airspace, use of GPS moving maps, EC limitations. Awareness of the 'Soaring Protocol'.</p>		
<p>Briefing The student instructor has to explain:</p> <ul style="list-style-type: none"> • the look-out procedures; • the techniques to be used to access a wave; • the speed limitations with increasing height; and • the risks of hypoxia and the use of oxygen. 	<p>FIC Initials</p>	
<p>Exercises The student instructor has to demonstrate:</p> <ul style="list-style-type: none"> • the look-out procedures; • the wave access techniques; • the speed limitations with increasing height; • the use of oxygen (if available); • how to improve the student pilot's ability to recognise and detect waves; • how to teach the student pilot to fly safely in a wave; and • how to analyse and correct errors as necessary. 		
<p>Debriefing See 'Briefing and debriefings'</p>		
<p>Completion standards The student instructor should be able to explain and teach how to detect and safely make use of wave that is occupied by other sailplanes and may result in the need to use oxygen.</p>		

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

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

Course Completion Certificate

Course Completion Certificate ~To be signed by FIC/s or CFI

Student Instructor's Full Name:	Student Instructor's Date of Birth:
BGA Club Name:	
Flying hours conducted while training for the Assistant Instructor Rating:	
Part 1	Part 2
The aircraft type/s used during the training course:	
Part 1	Part 2
<p><i>Part 1</i> <i>To be signed by the Part 1 course coach or CFI.</i></p> <p>I certify that.....has completed all pre-course elements, Part 1 of the Assistant Instructor course and a Progress Review and is ready to progress to Part 2.</p> <p>Signature: _____ Name: _____</p> <p>Date: _____</p>	
<p><i>Part 2</i> <i>To be signed by the Part 2 course coach or CFI.</i></p> <p>I certify that has completed the Assistant Instructor course and is ready for an assessment of competence by a Regional Examiner.</p> <p>Signature: _____ Name: _____</p> <p>Date: _____</p>	
<p><i>This course completion certificate should be completed and handed to the pilot who completed the course.</i></p>	

Record of FIC comments

Ex no, comments and FIC Initials:
Ex no, comments and initials:
Ex no, comments and initials:
Ex no, comments and initials:
Ex no, comments and initials:
Ex no, comments and initials:
Ex no, comments and initials:
Ex no, comments and initials:
Ex no, comments and initials:
Ex no, comments and initials:

Record of FIC comments (continued)

Ex no, comments and initials:

Ex no, comments and initials: