

## Revised BGA Assistant rating Course – notes for club and BGA Flight Instructor Coaches

In response to feedback from clubs regarding the existing BGA instructor course arrangements, work took place during 2020 and 2021 to develop and deliver a revised instructor course that would be assessed during spring and summer 2021.

The revised course is designed to be delivered flexibly at and by any club with suitable resources, including club Flight Instructor Coaches, to develop club and FIC experience and to ease access to instructors from other forms of aviation. The BGA will continue to run instructor training to help clubs that either do not wish to or do not have the resources to train instructors. There is more detail in the table below.

The revised course that will be implemented during the 2022 spring and summer is designed to allow candidates to choose and mix between club delivered and BGA facilitated phased training as follows:

Content	Facilitation
<b>Bronze Theory Test</b>	Club facilitated
<b>Teaching &amp; Learning</b> Home-learning Online interactive webinar	BGA only facilitated via online training and seminars
<b>Part 1 BGA instructor course</b> 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 <b>Review of progress</b>	<b>Part 1 course</b> BGA facilitated over 5 to 7-days <b>or</b> Club facilitated over a period as required (at least equivalent to 5 to 7 days) <b>Review of progress – see notes on pg. 13.</b>
<b>Part 2 BGA instructor course</b> 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	<b>Part 2 course</b> BGA facilitated over 5 to 7-days <b>or</b> Club facilitated over a period as required (at least equivalent to 5 to 7 days)
<b>Final assessment of competence (AoC)</b>	By R.E. independent from Part 1 & 2 training
<b>Post Course Refresher</b>	Run by RE within 24 months of acceptance by CFI.

There is a need to ensure consistency of training with this new method of instructor training.

One approach to providing standardised training is by using the syllabus provided with the Assistant Rating training programme. Another is to always refer to the BGA instructor manual when providing training for Student instructors. The manual contains many years of knowledge of how to teach gliding safely.

It can be confusing when explaining how to teach the ground subjects for instructors. There can be many different types of briefings (Pre – flight, theory, Exercise etc), as well as recognising the difference between ‘demonstrating’ and ‘teaching’. I hope to dispel some of the potential confusion here.

The overall aim when training new instructors is of course to produce a safe instructor who produces safe students who enjoys being trained and the instructor enjoys training them. This can only be achieved with a coherent, organised approach to training. The days of simply demonstrating an exercise in the air and expecting the student to copy it are gone.

A large part of modern instructor training is briefing. Briefings from the coach to the student instructor about the exercise to be taught, advice about how to teach it, and perhaps some theory. Student instructors will concentrate on exercise and pre-flight briefings but must also be able to conduct more theoretical briefings as well.

Types of briefings conducted during BGA instructor training:

Briefing type	When	By Who?	What	How long	Where
Instructor course exercise brief	Anytime	The Instructor Coach (FIC)	Details from the BGA instructor manual including how to teach the exercise and specific hazards	Up to an hour, depending on the subject	Classroom
Exercise brief	After the detailed exercise brief	The Student Instructor	Relevant parts of the detailed brief above should be presented to the FIC (who is playing a student pilot) to illustrate the lesson about to be flown. An example is presented below.	3-10 Minutes depending on the subject	Probably on the airfield ideally away from too many distractions.
Pre-flight	Just before you get in the glider	The Student Instructor	A simple reminder of who will do what, when and a last opportunity for the FIC who is playing a student to ask questions.	1 minute max	Beside the glider
De-Brief	After the flight	The student instructor	What went well, what needs some improvement and how the student pilot (FIC) will achieve that improvement	A few seconds to a few minutes	Ideally seated or at least stood somewhere quiet.

Finally, how should we, as Instructor coaches go about training the individual exercises? Consider the following example:

### **Training a student instructor to teach turning**

Training a student instructor comprises the following elements:

- Briefing the student instructor how to conduct the exercise brief and the flying lesson, along with any pertinent hazards of teaching that exercise to a student pilot.
- Ask the student instructor to conduct a short exercise brief, as if they were briefing a student pilot.
- Demonstrate the exercise and how it should be taught in the air to the student instructor
- With the FIC acting as the student pilot, the student instructor attempts to demonstrate and then teach the exercise.
- A de-briefing from the FIC to the student instructor

All exercise or theory briefings will follow the same format, no matter the content. That format includes the Aim, Threat and error Management or Airmanship issues, and an explanation of the exercise itself.

## Demonstrating is not teaching!

Teaching an exercise (to a student instructor or a student pilot, and of course how we teach on this course models how the student instructor will eventually teach) is the whole package of briefing, demonstration, selecting the correct part of the demonstration for the student to try, and then coaching them through that attempt. This is followed by a de-brief on the ground. Please model the entire process with a student instructor. Don't just focus on the demonstration. Demonstrating an exercise is not teaching!

### Instructor course exercise brief (conducted by the FIC)

With a single pupil, a personal, perhaps 40 minute discussion of the content in section 10 of the instructor manual would suffice, cross referencing with items in the syllabus. With more than one student instructor, something more formal may be more appropriate. The aim is that the student instructor understands all aspects of the individual exercises, along with any pertinent safety aspects.

### Exercise brief (conducted by the student instructor)

On the instructor resources page of the BGA website, there is a .pdf document, formatted for a mobile phone which can be downloaded with short exercise briefings for all the BGA syllabus. Using knowledge gained from the FIC brief above, and these BGA resources, the student instructor should be able to construct a 5 minute exercise briefing of the sort that would be delivered out on an airfield, on paper or a small whiteboard etc. An example is below:

**Aim:** To roll in and out of a medium banked turn in a coordinated manner at a constant attitude

**Threat and error Management (TEM):** Eg-: TEM: Lookout, Range to airfield, colliding

**Exercise:** What you are going to explain, what you are going to do in the air and who is doing what and when – for example:

**Explain:**

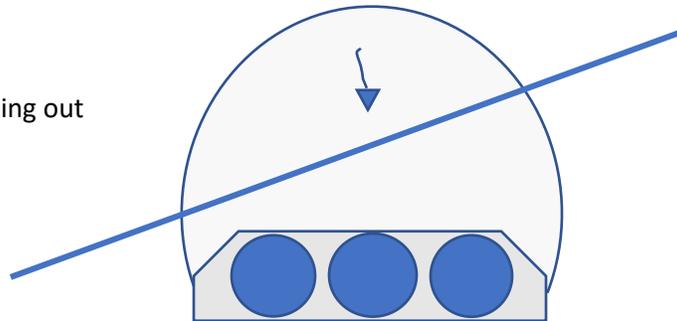
- Three turn stages; Going in, Staying in, Coming out
- Bring together all that you have learnt

**Demo:**

- Lookout!
- Going in to a medium turn
- Lookout!
- Staying in – attitude and bank angle
- Lookout!
- Coming out

**Coaching / teaching tips:**

- Student normally tries 'staying in the turn' first, then coming out, and finally, rolling in



## Patter

The BGA publicises some patter to help student instructors to explain the exercises in the air. Some student instructors are good at 'rote learning' the patter; some are not. The patter is there as an aid. If a student instructor cannot learn it, it doesn't mean that they are a bad instructor, it means that they will need to develop their own patter based on what they are trying to explain. That is fine, but the content must be correct and not include things that are wrong. BGA patter in .mp3 and video forms are on the instructor resources page of the BGA website.

## Demonstrations

Demonstrations are what the entire old (90's – 2011) instructor training course used to comprise. Demonstrations are not teaching. However, a demonstration showcases the 'finished article' that the student pilot will eventually aspire to emulate. When teaching turning, demonstrate the finished article – going in, staying in and coming out, and then the bit you want the student to try – in this case just 'staying in'.

### **Coaching**

Once the student pilot (played by the FIC) has had a go, it's time to do some coaching to identify the good and bad bits of their attempts. Remember that the student instructor will need to identify the cause of the fault, rather than just identifying the fault and telling the student pilot not to do it. The classic example being that the student is allowing the speed to increase in the turn. But why? Are they looking down the wing or they are way out of trim etc?

### **Simulation**

You might think that simulation means having a powerful computer linked to five huge screens with a cockpit to sit in. For this purpose, simulation might mean simply running through the exercise demonstration with appropriate patter on the ground, face to face with the student instructor, imagining what the glider will be doing and what you will be saying and when. This is aided greatly by having a laptop running a flight simulation package and a joystick. Yes – rudder pedals would be great, but for this simple purpose, they are not essential. Running through the exercises in this way on the ground and rounding off those sharp corners of the student instructor's demonstrations can save a ton of money and time.

### **In the air**

Your job as an FIC is to alternate appropriately between showing the student instructor how to conduct the airborne lesson and to play the role of a medium ability student pilot. You will also make the decision regarding the standards achieved by the student instructor. Please remember these three criteria:

- Was the whole flight conducted safely? Did the student instructor model safe decision making?
- Was the content of the lesson (ground briefing and flight) appropriate?
- Would a 'real' student learn enough from the lesson to keep them safe for their flying career?

It might be useful to imagine that the prospective student pilot is your nearest and dearest!

### **Conclusion**

Once all of the exercises are complete, it's time for the student instructor to undertake an Assessment of Competence. That will need to be conducted by a Regional Examiner who has been independent from the student instructors training. The conduct of that test can be found in the BGA examiners manual. Essentially it comprises an example exercise briefing, airborne lesson and de-briefing. It's likely to be no more than a mornings work.