BGA TRAINING ORGANISATION

BASIC INSTRUCTOR (SAILPLANES) TRAINING PROGRAMME

V1.4 OCT 2025

CANDIDATE DETAILS (prior to starting the training)

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

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

CONTENTS

1. INTRODUCTION AND GENERAL INFORMATION

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

Basic Instructor (Sailplanes) training, referred to as BI(S) throughout this document, is carried out in accordance with this training programme.

a. Site

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

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

b. Personnel

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

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

Instructors delivering the flight training for this training programme must hold a valid Flight Instructor (Sailplanes) certificate with 315(a)(7) or 315(a)(8) privileges, the relevant launch privileges and BGA instructor membership.

c. Aircraft

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

2. SAFETY

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

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

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

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

3. PRE-COURSE ASSESSMENT

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

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

2 - Speed Control
The trainee instructor should demonstrate the ability to maintain safe and appropriate control over airspeed and attitude in any phase of flight. This can be tested while turning steeply (45 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 trainee instructor must maintain a safe speed (no matter the circumstances) on the winch launch.

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

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

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

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

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

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

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

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

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

4. THE BI(S) COURSE

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

FI(S) applicant pre-requisites
Applicants for a BI(S) certificate shall:
(a) be at least 16 years of age
(b) hold an SPL including the privileges, ratings and certificates for which flight instruction is to be provided
(c) have completed 50 hours of flight time as PIC on sailplanes
(d) have completed an instructor training course in accordance with this training programme
(e) on completion of training, have passed an assessment of competence in accordance with SFCL.340

Course content
The BI(S) training course consists of:
- Teaching and learning theory
- Theoretical knowledge
- Instructor training

Course training requirements
The BI(S) training course includes on sailplanes, excluding TMGs:
- At least 4 hours of theoretical knowledge training including teaching and learning
- At least 1 hour of flight instruction, of which a maximum of 30 minutes may be completed in TMGs, including flight instruction for at least 6 launches.

Crediting
- Applicants who already hold an instructor certificate in accordance with Part-BFCL or Part-FCL shall be fully credited towards the teaching and learning requirement.

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

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

Student instructor performance standards

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

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

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

General

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

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

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

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

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

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

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

All launches and flight time completed during the course must be logged in the student instructor's logbook and in each case signed by the BIC/FIC.

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

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

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

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

6. BI(S) COURSE - THEORETICAL KNOWLEDGE INSTRUCTION

The ability to teach students relies on not only good interpersonal skills, but also good training and organisational skills. At least 4 hours of theoretical knowledge training covering teaching and learning is required.

The required Teaching and Learning training is completed via a BGA facilitated T&L module.

The following competencies shall be achieved:

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

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

The student instructor's level of theoretical knowledge will be assessed at the start of the course. The test can be set by any CFI or nominated BIC/FIC.

A BI(S) is not expected to be a theoretical knowledge expert. However, the instructor is expected to have both the level of theoretical knowledge and an understanding of how to access the sources of information needed to teach exercises 1-5 of this programme.

BIC/FIC name		Student instructor name	
BIC/FIC signature		Student instructor signature	
Date		Date	

7. BI(S) COURSE – TRAINING

The following exercises must be satisfactorily completed during a minimum of 1 hour of flight instruction, of which a maximum of 30 minutes may be completed in TMGs, including flight instruction for at least 6 launches.

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

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

General

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

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

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

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

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

Briefings and debriefings

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

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

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

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

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

The FIC will validate each debriefing.

Planning of flight lessons

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

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

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

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

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

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

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

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

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

Limitations

The limitations of the BI(S) MUST be clearly described and emphasised during the course, and the guidance at BGA Managing Flying Risk guidance 'First flights – introductory flights and trial lessons' must be signposted and discussed.

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):

BIC/FIC name		Student instructor name	
BIC/FIC signature		Student instructor signature	
Date		Date	

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

Exercise 2: Procedure in the event of emergencies

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

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

BIC/FIC name		Student instructor name	
BIC/FIC signature		Student instructor signature	
Date		Date	

Exercise 4 – Initial flying lesson

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

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

BIC/FIC name		Student instructor name	
BIC/FIC signature		Student instructor signature	
Date		Date	

Exercise 5 – Effects of controls

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

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

BIC/FIC name		Student instructor name	
BIC/FIC signature		Student instructor signature	
Date		Date	

Appendix 1 – progress notes

Note: FICs should record progress through theoretical training.

DATE AND COMMENT	INSTRUCTOR NAME	SIGNATURE

Appendix 2 – BI(S) Course Completion Certificate

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

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

at (BGA club site name)……

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

and included…….hours teaching and learning.

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

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

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

Signature of CFI…….

Name…… Date…….

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

A copy of this document including the signed completion certificate should be retained by the club at which the training was completed.