



Instructor and Coach **NEWSLETTER**

Welcome to the spring 2001 edition of the Instructor and Coach News Letter. It would be nice to start with the usual spring thermal reminder but somehow that doesn't seem appropriate given the foot and mouth situation. Having said that, I'm sure a lot of you will be heading abroad in an attempt to get some flying in. It is worth noting that spring conditions abroad can be just as challenging as those encountered in the UK (and then some!) so please be careful.

My apologies to all if this edition is a little thinner than usual. I got married on the 6th April and things have been a bit hectic.

Thanks to those who provided feedback to the last edition.

Please keep your letters and feedback coming in; you can make a difference.

All responses/contributions/suggestions/articles/letters to:
(in order of preference)

Email: dave-thompson@bhpa.co.uk (please send attached files as 'MS Word' or 'text')

Fax: 01792 280941

Snail mail: Typed, no hand written please. Dave Thompson, 26 Beechwood Rd., Uplands, Swansea, SA2 0JD.

INSTRUCTOR & COACH TRAINING PANEL

Instructional aids for TIs and Coaches

The principles of good instruction are Motivation, Preparation & Planning and Confirmation. The techniques of good instruction are Question & Answer and Selection & Use of aids. There is a bit more to it of course, but that will do for a start.

I suppose that this would be a suitable time to pass on a few hints and tips about instructional aids for TIs and Coaches.

Our instruction can be made more effective by the correct use of instructional aids. Their main

function is to assist the understanding of the students. In addition, good realistic instructional aids and variety make the instruction more interesting.

The purpose of an instructional aid is to:

1. Help the Instructor to EXPLAIN the Teaching Points.
2. Help the student UNDERSTAND and LEARN.
3. Help maintain INTEREST.

Before an Instructor can make proper USE of instructional aids he/she must know:

1. How to select his/her aids.
2. How to plan the use of the aids he/she chooses.

When selecting an aid the Instructor should ensure that the aid is:

Necessary. Only select an aid if it makes instruction easier to understand and supports the teaching points.

Large Enough. An aid must be large enough for all the class to see clearly and comfortably. This means right down to the smallest detail that is required to be seen or illustrated. Audio/visual aids should be heard and seen easily and comfortably. Check from varying positions around the classroom during rehearsal.

Suitable. The most readily available aid is not necessarily the most suitable for the purpose. The Instructor must be imaginative. Improvise if necessary. Consider a suitable method of use as well.

Simple. As the purpose of an aid is to simplify instruction, it follows that an aid should in itself be simple and at the right level for the class. It should only contain the essentials (teaching points). An aid must not cloud the issue by including unnecessary detail. Start simple and build on it.

Interesting. It is desirable to produce the most interesting aid for the purpose. The use of colour, good layout, humour and realism will help to add this interest. However, an aid designed solely to maintain interest may not be necessary or suitable and therefore ends up as a distraction.

In planning the use of aids the Instructor should consider the following:

Rehearsal. A rehearsal of the presentation of the simplest aid is always necessary to make sure that the Instructor is well versed in its operation and use. The Instructor should also make certain that the aid is ready and will work when it is required. Complete at least one rehearsal in the classroom/area of the presentation.

Display. The aid should be kept out of sight until required. Plan the correct moment to reveal it and how this is going to be done. Ensure it is in the best position for the class to see it.

Describe. Description of an aid is often necessary, before it is used to teach with, so that the students know what it is representing. Any colour codes should be covered as well as name parts etc.

Teach. An aid used without explanation by the Instructor is of limited value only. The Instructor must do the teaching whilst using the aid to help explain. This is still important where the instructor uses questions to bring out the essential teaching points from the class.

Dispose. Having used an aid dispose of it, otherwise it will be a distraction for the remainder of the lesson. Disposal must be planned. (When? How? And how to bring it back if needed again in confirmation).

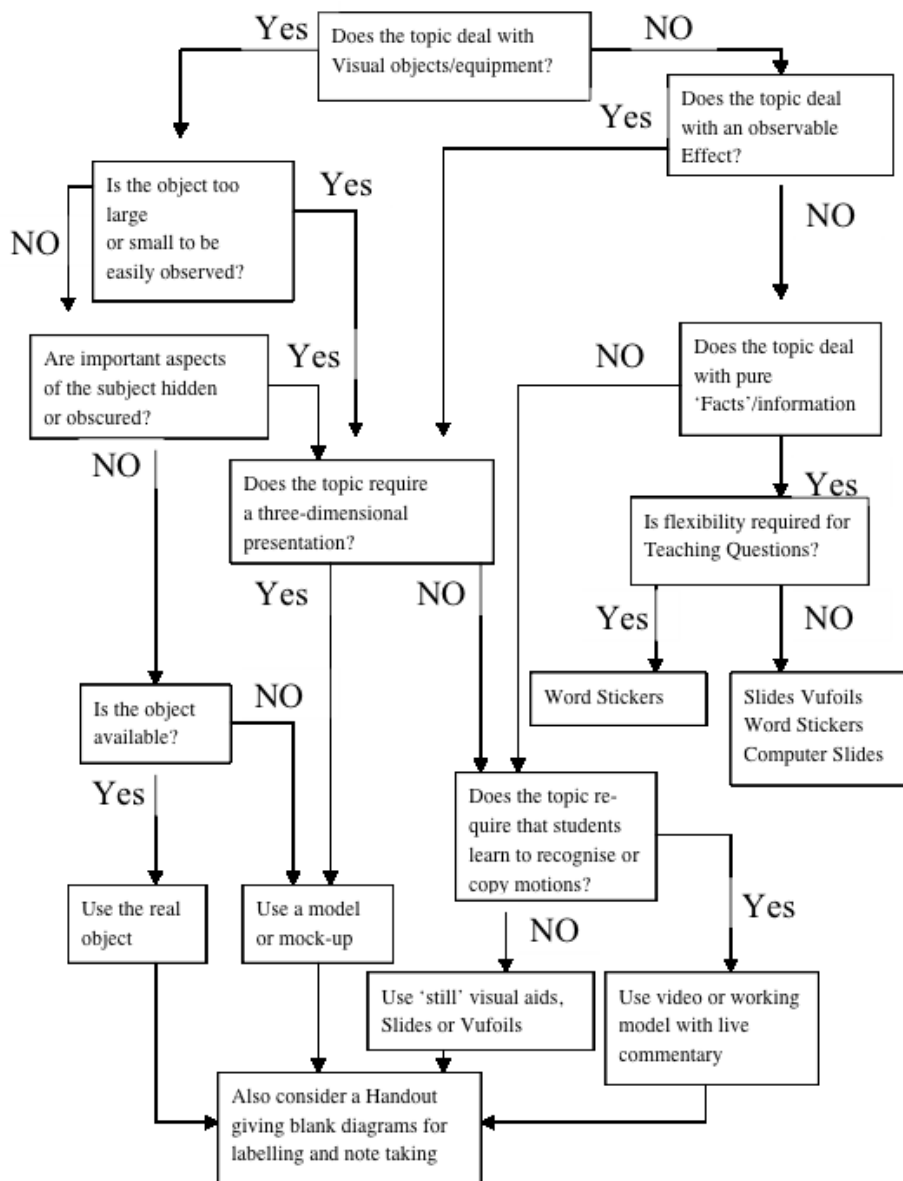
In summary instructional aids should:

- a) Make the subject easier to understand.
- b) Assist in promoting and maintaining interest.
- c) Only assist the Instructor, they cannot take his/her place.
- d) Be selected carefully and used properly.

Good luck and go for it! Just remember the golden rules:

- Do your homework thoroughly
 - Use suitable illustrations, aids and demonstrations
 - Plan thoroughly
 - Use question and answer to keep the class involved
 - Don't let them lead you too far off the subject
 - Keep your sense of humour handy
- **INSTRUCTOR AND COACH TRAINING**

SELECTION OF INSTRUCTIONAL AIDS FLOW CHART



PANEL cont...

Coach Course Attendance.

We are still getting a mix of numbers attending coach courses in that some are well attended (25+) and some just managing the bare minimum. It is important that course organisers make every effort to involve other clubs in order to provide, not only a good attendance, but also a good mix of pilots. Please refer to page 2+ issue 9 of the newsletter (the last one) for more info.

Instructor Examinations.

Trainee Instructors up for examination must be prepared to travel in order to be examined. TIs have no right to request to be examined on their own school sites as this is entirely at the discretion of the examiner.

Generally it is expected that instructor examinations will take place on sites unfamiliar to the candidate in order to examine their ability to assess site suitability etc. In exceptional circumstances the examiner may be persuaded to carry out the exam at the candidate's own school. This is, however, the exception rather than the rule.

Senior Instructor exams may be held at the candidate's own school as here the emphasis on TI training and paperwork etc.

EXAMINATION & INSPECTION PANEL

Andy Cowley, head of the exam and inspection panel, chaired a meeting recently with a view to restructuring the examiners panel. Items on the agenda were admin, systems, training and monitoring. The following is a summary of the proposed plans:

Actions decided:

1. The present list of examiners should be reduced to a size commensurate with the current needs.
2. The present throughput and types of examinations to be determined.
3. The system of administration to be looked at in detail. All correspondence and forms to be updated and made more "user friendly".
4. The examinations panel will not be made up of all of the examiners. The examination panel will exist as well as the list of examiners who are

available for examinations. The size and composition of the panel was not yet decided and it was thought that a further body of approx. 10 examiners may be needed. The final figures would depend on the throughput figures.

5. Formal training of some form was needed to ensure consistency of marking. The form of training would probably be a seminar with role-play for the "slimmed down" body of present examiners. New examiners would need to conduct examinations with an established examiner in addition to the seminar.

6. A method of keeping all examiners involved and up to date with what happens needs to be set up. This would need to be kept confidential. The possibilities were a regular newsletter, a secure page on the BHPA web site or a Smart-group page.

Accident Prevention and Medical Panel

The Thames Valley club recently held their 5th Big Fat Repack. The following is a summary by Mark Taggart, who is the main organiser of the event. The stats. make very interesting, if not a little frightening, reading!

- * In the 1st year - 55% failure rate (TVHGC attendees only)
- * In the 2nd year - 35% failure rate (TVHGC attendees only)
- * In the 3rd year - 10% failure rate (TVHGC attendees only)
- * In the 4th year - 2% failure rate (nearly all TVHGC members)
- * This year - 10% failure rate (estimate) (35% TVHGC 65% Visitors) - Guestimate

I personally saw 4 catastrophic failures during my time in the LZ. I have heard that there were many more - This information will shortly be available.

It is shocking when you see a failure..... and worse still for the pilot concerned. There were no "new" methods of failing..... just the same old ones that have killed pilots in the past. The ones that have been reported to me this year included:

- * Reserve handle not connected to reserve
- * Reserve nappy tied to the riser lines - these shot up the riser and stopped the skirt inflating
- * Reserve handle being longer than the pilots arm
- * HG pilots - Velcro too tight - did not get it out
- * Huge knots in the riser lines at the base of the skirt
- * Wrong size nappy (too small for the reserve) - reserve would not come out
- * PG - Neck position reserve - single handle, which was dropped and could not be re-reached
- * Pilot not letting go
- * Pilot throwing reserve in front and across chest - strangling
- * Reserve not repacked for a long time - was so compacted that it would not open

The above statistics give leave me with the feeling that we have raised the profile of reserves within TVHGC pilots, hence a dramatic fall in failure rates amongst TVHGC members over year 1 to 4..... The zip wire superbly highlights

any possible failures and enables the pilot to get a feel for what went wrong.

However, this year we have seen a sudden jump in the number of out and out failures, nearly all seem to come from our visiting pilots.

Why is this? Most clubs run small reserve clinics attended by between 10 and 30 pilots..... This is one area where (IMHO) I believe BIG is BEST.

With more delegates you have more money and more resource.

The Zip wire really does a good job of showing up failures..... (before I get flamed, yes we can do things better)

Most large Towns have halls with lighting boxes, so running an event on similar lines to BFR is not difficult. All it takes are the following ingredients:

- * A visionary committee ready to spend 700 pounds in the name of safety (TVHGC spent about 450 to 600 pounds on this years event)
- * A committee that delegates the task to a team of 3-4 "can do type people" who just get on with it - no debate - just action
- * Choose a date now and heavily promote it within the club (set your sights on getting 30 to 50% attendance from your membership for the first 2-3 years)

If your a "can do type person"..... please get cracking..... Its a lot easier than it seems!

The TVHGC BFR ropes and knowledge and experience etc is available for you to use for free. Just give me a call 07970 811168

As an organizer, your reward is getting to those hidden failed reserves that are lurking out there before the grim reaper has a chance to.

If this interested you please pass it along to other clubs or pilots.

All the best
Cheers Mark Taggart

Incident statistics for 2000

These figures don't add up correctly as certain fields were not completed on some of the Incident reports.

Total No. of Incidents - 197

Pg x 117	of which -	20xNovice	15xEP	44xCP	28xP	3xAP
Hg x 58	of which -	7xNovice	6xEP	24xCP	8xP	10xAP
Pa x 12	of which -	5xNovice	1xEP	2xCP	2xP	
PPG x 4	of which -		1xEP			
PHG x 2	of which -			1xCP		

Of these Incidents:

21 Equipment

52 In schools

96 Required Hospital treatment

8 Fatal 2 of which also required hospital treatment

44 Minor - 22xHG 6xPA 15xPG 1xPHG

75 Serious 14xHG 6xPA 54xPG 1xPHG

67 No record

6 x Midair's 1x HG - ? 1 x HG - Sailplane 2 x PG - PG 2 x PG - Model

PILOT TRAINING PANEL

STUDENT TRAINING ABROAD

In view of the foot and mouth crisis the FSC have reviewed the 'training abroad' system in an effort to allow the safe training of beginners on foreign shores. It is essential that all schools intending to take students abroad read the following notice and accompanying 'Training Abroad Rules' thoroughly as they contain amendments to the current system as well as a new section.

NOTICE

At its meeting on the 16th and 17th March '01

the FSC relaxed the rules regarding the training of 'ab initio' students abroad: a copy of the new rules is attached.

Whilst these open the way for schools to organise professional trips to train under BHPA auspices abroad, schools are reminded that the training of beginners abroad has always been possible by liaising with a foreign school.

Basically the students must be trained under the host (foreign) school's system using the foreign school's instructors and insurance cover. Any accompanying BHPA instructors are NOT

allowed to assist in the actual training, as a BHPA school is not carrying this out. Effectively the BHPA school acts as trip organiser, with all training being the foreign schools' responsibility (this point should be made clear to the students).

Once the students are seen to have reached a level of ability equivalent to the BHPA Elementary Pilot level and have passed the EP exam paper, they may be signed off as such by a BHPA senior instructor. Having completed their EP, the students are then free to be trained as per section 'C' of the Training Abroad regulations, assuming all the prerequisites are in place. Alternatively the students can gain foreign qualifications and purchase IPPI cards through the foreign association. After demonstrating their abilities satisfactorily to a BHPA SI and passing the appropriate exams these can be converted to BHPA ratings.

As always, you are strongly recommended to ensure that all such students take out medical repatriation insurance and personal accident insurance that specifically covers hang/paragliding.

TRAINING ABROAD RULES

At its meeting on March 16 & 17 2001 the Flying and Safety Committee of the BHPA reviewed its restrictions on BHPA registered schools training students on foreign sites and amended its policy with immediate effect. This document supersedes all previously published information and is to be taken as the official reference source.

A. General

1. There is no restriction on schools or clubs which wish to take BHPA qualified Club Pilots abroad for flying purposes.

2. No BHPA registered school or instructor may train ab initio students abroad under the auspices of the BHPA – unless permission is granted as in B, C, D or E below (British Forces Alpine PC excepted).

B. For 'nearly qualified' CP pilots

This allows BHPA registered schools to train abroad 'nearly qualified' Club Pilots. Permission

is dependant on:

1. A declaration by the CFI that a properly qualified instructor in charge of the group has previous experience of the site(s) in question (or close contact has been established with a local foreign school for advisory purposes).
2. Students on the named list being very close to achieving their CP.

The application, including names, dates and destination of the visit, must be received not less than two weeks before departure.

C. For EP + pilots

Schools will be allowed to train abroad any student who has achieved EP rating; but with the following conditions:

1. The instructor in charge must provide log-book proofs of previous flying and training experience of the intended sites;
2. Formal arrangements must be made with the relevant local foreign school or club, showing agreement to use the intended sites;
3. In all training/liaison situations a person must be present who has a good working knowledge of both English and the local language;
4. All BHPA training requirements must be complied with.

The written application must be received not less than two weeks before departure, complete with intended sites and course dates, numbers of students, details of the accompanying instructor staff and copies of 1 and 2 above. The CFI must include assurances to satisfy 3 and 4 above.

D. For ab-initio students

Applications to train ab-initio students abroad will be considered if they meet the following conditions:

1. The instructor who will be in charge on site must provide proof of previous experience of the intended area.
2. Formal written arrangements must be made with the relevant local foreign school or club, showing agreement to use the intended sites.
3. The sites must be suitable for ab-initio training. This must be proven either by submitting

site video and/or photographs and signed statements from at least two BHPA licensed Senior Instructors or by requesting a site inspection. (Site inspections will involve the school showing an inspector around the sites. The applicant must cover BHPA travel and subsistence costs.)

4. Students must be UK resident BHPA members.
5. In all training situations a person must be present who has a good working knowledge of both English and the local language.
6. The instructor in charge must have written details of how to contact the emergency services and of A&E hospital locations.
7. All other BHPA training requirements must be complied with (instructor: student ratio in particular).

As site approval (3) may be time-consuming this should be sought early in the planning process. The final course written application must be received not less than two weeks before departure, complete with intended sites and course dates, numbers of students, details of the accompanying instructor staff and suitable evidence of meeting all the requirements listed above.

NOTE - These permissions are discretionary.

IN ALL INSTANCES STUDENTS AND ALL PERSONNEL MUST HAVE MEDICAL REPA-TRATION INSURANCE THAT SPECIFICALLY COVERS PARA/HANG GLIDING. (Airsports Insurance Bureau Ltd on 01983 298480 will provide this.)

E. Return trips

Once permission has been granted, further permission for return trips to the same sites is not required, but you must advise us of dates and numbers.

Trips to new areas require permission as per B, C and D in the usual way.

Schools and instructors are reminded that an individual instructor and any of their student members are only covered under the BHPA insurance policy outside the UK for a maximum of 60 days in any membership year. No cover exists for USA and Canada, and special criteria apply for Australia. (This requirement is part of our insurance terms)

In all cases the applications are to be sent to the BHPA office clearly marked 'TRAINING ABROAD APPLICATION'.

Please remember, failure to comply with the Rules, Regulations and Operating Procedures of the BHPA may lead to loss of your BHPA Insurance cover. For further information about the BHPA's insurance and related matters, please contact the BHPA insurance officer.

Examination Papers

Please Note: The Advanced Pilot paper was changed in January 2000 and old versions (that require an air chart) of the paper are now invalid. Any of the old papers still in the system must be replaced by the new paper as they will not now be marked.

The same applies to the Pilot paper that was updated in Jan. 99.

Please also note that the Advanced Pilot and Pilot papers are the same for both hang gliding and paragliding.

Exam Question Queries.

Please be assured that the answers to the questions in both the advanced and pilot papers are correct! There have been a number of queries from CFIs / invigilators regarding the validity of some of the answers. All such queries have proved to be unfounded (so far). The papers are not easy and require a certain amount of knowledge in order to pass (that is what they are for after all). It is also essential that each question be read carefully to avoid confusion.

Elementary Pilot Logbooks

Schools are reminded that on gaining their EP, students must then log all flights. This is their record and is independent of records that the school is obliged to keep.

Reverse Launch Techniques

The FSC is keen to discover the reverse launch techniques currently being taught in paragliding schools. Would all schools drop me a quick email and state which type of launch they are currently teaching. Thanks.

GENERAL

Instructor Renewals

Licence holders are reminded that it is essential for them to renew their membership on time. If you are not a member then you will not be covered by the insurance. Accidental lapses can be avoided partly by taking out a direct debit and/or being vigilant with regard to address changes etc.

CFI Appointments/Interviews

The appointment of a CFI to an existing school or to a new school has always been at the

discretion of the FSC. This has been expanded upon and in future all 'would be' CFIs must attend an FSC meeting for interview.

Given the infrequency of FSC meetings candidates will be appointed 'Acting CFI' until such time as the next meeting can be attended.

Annual School Returns

Owing to much of the useful information being accessible elsewhere, the FSC have decided to scrap the Annual School Returns

It's your letters...It's your letters...It's your letters

Coaching and the Club by Jim Ashley.

I don't know how it is in your club, but I feel club coaching needs to be developed. With our increasingly overcrowded sites we need to be promoting good airmanship. I'm hearing too much about so and so the crap pilot but I see nothing being done about it. I have received no enquiries regarding coaching in 3 years as a coach and nor has anyone else I know. We have currently 25 coaches registered but it was felt doubtful many were active, so we put out a request for all coaches to come forward should they wish to continue, there were 3 replies (me being one!). So that tells you a couple of things possibly, the first being that the club magazine is maybe not being read - well we asked, in the same mag, if anyone would like a cheap go in a sailplane. That got over 30 replies! So I guess it's being read. The other conclusion is that nobody is interested in coaching anymore. You have to ask yourself why they put themselves up for it in the first place and why is it they are no longer interested? Sure, interest does wane in most people over time and that is particularly true if your expectations are not realised, by that I mean the coach never gets the chance to develop his craft.

So which came first the chicken or the egg? If new CPs don't look for coaching they ought not

be surprised if none is ultimately available. And, if we as clubs and schools don't push coaching, we ought not be surprised if the red ribbons aren't forming orderly queues to receive our tutorial attentions.

I can well remember being the new bloke on the hill, trained miles away so I didn't know anyone, stood there with my shiny new gear hoping desperately not to look a fool. All these hot shot pilots calmly popping up canopies in 18 mph winds, and do you feel you can go and ask? As it happens I did. On my first few visits to my local hills, I asked that pilots (who I hoped) were experienced, could please keep an eye on me. This was of course after my first major dragging!

So those are some of the problems, but what of the solutions? I've heard that some of the larger clubs have coaching weekends, which sounds a great idea. I wonder how successful they are, I'd appreciate any feedback on this. We are planning hopefully to do something along these lines next year. My hope is that I will not get left to organise it and then to run it, alone!

It might be that the only workable solution to coaching is for the coaches to go 'fishing for souls' on the hill, My usual approach to coaching is to talk to pilots, if they are obviously struggling, and try to find out what experience

they have first before launching into coach mode. It often surprises me to find the guy I'm trying to help started flying before me! But, with a bit of encouragement, I find I can usually get them into the air so that they can go away having had a great day flying as well as having made some acquaintances.

Doing it 'ad hoc' on the hill is fine if all we want to do is a bit of fire fighting, but how does that look from the outside? I'm the last person to invite further legislation but a balance has to be struck somewhere. It is in nobody's interest to have ever-increasing numbers of CPs gaining those vital first hours of experience through the 'school of hard knocks'. Any improvement in the accident statistics can only do us all a favour in the end. I feel the schools could do more to promote coaching, I ask new faces on the hill and they tell me it is not pushed at them. Clubs also need to keep abreast of the needs of the new members by updating their club coach lists and pushing coaching in all communications to its members.

Are my feelings typical? I'd be interested to know your thoughts.

Jim Ashley <jimashley2@aol.com>

The following letter highlights the need for, not only having good practical procedures, but also the need to be able to prove those procedures are adhered to – ie good quality paperwork!

Russ Hicks gives his account of their recent court case:

On Saturday July 6th 1996, three ab initio students attended the Kent Kestrels Paragliding school for a Tow launched Club Pilot course. The theory training started at about 11-30 AM and apart from a break for lunch (for an hour) continued through to about 5-30 PM when two of the students successfully completed two uneventful towed flights each consisting of the tow, release procedure and then straight and level flight back to the middle of the landing field with no turns before landing. The third student who had received exactly the same training as the other two (and who inci-

dentally was deemed to be the more competent of the trio) then flew. All was well at first apart from a minor deviation to the flight plan, which was corrected. The student then progressively over corrected with steering inputs, which led to the tow unit operator (CFI) releasing his end of the line due to the potential rotation (lock out) of the canopy.

The student then induced a turn, which developed into a spiral dive (still attached to a trailing tow line) and impacted the ground causing severe lower back and leg injuries.

The school then initiated a coordinated and pre-practiced contingency plan for contacting the emergency services and preserving the scene for evidential purposes.

All BHPA training procedures and post incident management were carried out in accordance with the BHPA Technical Manual and recommendations.

The above events are fact.

2 years and 362 days after the incident, the student filed a claim for damages alleging that the school was negligent in its training in that a vital exercise was missed from the training on the day in question. Some 11 or so other claims were also made which were withdrawn at a later date.

On 20 & 21st November 2000 (Whilst the BHPA Trainers Conference was occurring!), the case was heard before a judge at the Central London County court.

At the end of the second day, judgment was passed. This was found to be in favour of defendants. Specific mention was made about the high standard of paperwork submitted by the school. This was accurately recorded within a very short time frame from the incident and gave the judge great confidence in its credibility. Also the professional and authoritative way in which the claimants gave their evidence was commented upon.

Several extremely important "lessons" have been learnt from this case and I feel it would be of benefit to all instructors and coaches to be aware of them:

A claimant has up to three years to start proceedings. Just because you hear nothing for a long time doesn't mean you should count the

event as being over!

Record immediately on paper your own perception of the events leading up to an incident and if you have any witnesses, get them to do the same. Our claimant did his statement two years after the event and it contained little detail. The Kestrel Instructors and staff did theirs within two days and were a graphic (and believable) version of the events.

Put as much information as possible on the incident report. This is the form that the insurers use to initially assess the strength of the case against them. If its sparse and scruffy then what kind of image does that project about our teaching style?

Tow schools - Keep a neat flight log! Legible, timed entries were vital in proving the chain of events in our case. Again scruffy flight log - scruffy operation?????

Student records - Complete them as soon as practicable after any days training.

All of the above were completed on the day of the incident or very shortly afterwards. This gave the schools evidence an invaluable amount of credibility with the judge.

If sadly a claim is made against a school or an individual and you are contacted by the BHPA insurers, they will formulate a defence based on what you tell them. Answer their questions HONESTLY. It is a horrible feeling for a solicitor to make a comment in court that is proved to be false and this does one's case no good at all. If a barrister is aware you have made a mistake he will be happier addressing its implications within plenty of time as opposed to finding out during a court case!

Court room procedure would be a complete article in itself but on the whole if you:

When giving evidence stay calm! An opposing barrister is trained to make you look silly, get you confused and thus discredit your evidence. Never shout, swear or be facetious to the judge!

In our case, the judge commented that the claimant was "defensive" with a bad recollection. He stated that our evidence was both more convincing and authoritative.

The reasons for this were two fold:

We stayed calm and tried to pause for a second or two before giving an answer. This is a little bit strange when the question is simple but an invaluable lifesaver when given a difficult ques-

tion!!!

We were polite but firm when calling the claimant a lying B*****!!!!

Being accused of something you haven't done is awful especially when it goes on for a long time. Many thanks must go to our insurers and the BHPA technical staff for believing in us and having confidence in our ability.

Russ HICKS, Dave HOLLIDAY, Graham COOPER.

Kent Kestrels Paragliding School.