



Instructor and Coach **NEWSLETTER**

Welcome to the Spring 2003 edition of the Instructor and Coach News Letter.

Once again the season seems to have got off to a good start weather wise – hopefully summer will follow suit for a change. Quite a few XCs in March including a 78km paraglider flight on Sunday 2nd by Nick ‘The Postman’ Roberts of South East Wales (smart arse!) Don’t mention the rugby!

As usual it’s time to remind everyone of the annual Spring warning of lively thermals and rusty pilots. I know you’ve heard it all before – but that doesn’t stop the accidents at this time of the year. And let’s be especially careful with rusty students crawling back out of the woodwork at the first hint of sun: it doesn’t matter what stage they were at when they last performed five or six months ago – students forget at a rate of something like one training day per month gap. They might have been ‘nearly CP’ when they went into hibernation: chances are that now they’ll struggle to match EP ability level. What they need first and foremost is careful refresher training to bring them back to where they were before, with simple exercises well within their actual capabilities. (Don’t forget to refresh plf’s!) Only when they have regained their previous skill level can we think about progressing them to new exercises. Be careful please.

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) NB, please note that my email has changed.

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

Fax: 0870 873 4572

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

ACCIDENT PREVENTION AND MEDICAL PANEL

Powered hang gliders: Site selection and obstacle clearance on take-off

A fatal powered hang gliding accident occurred in Scotland on 11th July 2002, when a pilot attempted to take off from a field that was unsuitable. Analysis of the BHPA Accident database shows that of the six other reported phg accidents, three involved attempting to take off from unsuitable sites. The BHPA Flying and Safety Committee (FSC) therefore offers the following advice on choosing sites.

Field selection and obstacle clearance on take off. With typical powered hang glider f.l.p.a.s the distance required to clear an obstacle after take off can vary enormously depending upon air conditions, the wing used, wing loading, pilot technique etc. For these reasons an absolute minimum unobstructed area of 200 metres in the direction of take off is advised.

Add 12 metres for every metre height of obstacle/hedge that must be cleared. (This allows for a safe climb out and keeps the aircraft clear of the effects of turbulence which may reduce climb performance.)

Ensure that there are no obstructions for a significant distance either side of the intended take-off / climb out path (unintended course deviations can occur!)

Ideally your take-off / climb out plan will allow for a safe turn at a safe height long before any significant obstacles are encountered: a gentle manoeuvre to avoid a distant obstacle is infinitely preferable to flying straight over it with little margin for eventualities.

You should be aware that the following factors will require additional take-off / climb out distance and may make take-off and/or climb out impossible:

- Higher than normal load.
- Turns during climb-out (e.g. to avoid obstacles)
- Airfield significantly above mean sea level
- High ambient air temperature
- High humidity levels
- Unfavourable surfaces (e.g. long grass)
- Water on the wing
- Topographic or meteorological features likely to result in sinking air

These factors are cumulative.

Tailwind and/or uphill take-offs are inherently dangerous and should not be attempted.

Bear in mind also that immediately after takeoff is the highly stressed 2 stroke's favourite time to fail or lose power, so ensure that the area chosen allows a safe forced landing at any stage after take-off.

Incidents Abroad

There has been a significant increase in the number of accidents occurring in foreign countries over the last few years. A considerable proportion of these incidents involve relatively low airtime pilots, typically CP + 5-10 hours. It is the duty of all instructors and coaches to warn low airtime pilots of the dangers involved in flying abroad and to encourage them to go with an organised group to places more forgiving to the inexperienced. It seems that an increasing number of students class flying abroad as one of their main and immediate aims. This is admirable as long as the aim is realistic and carefully researched. There are a number of places in Europe and the World where a low airtime CP would gain vast amounts of safe flying and good experience, equally there are a large number of places not only unsuitable but downright dangerous for the uninitiated. Schools should attempt to foster the notion that while trips abroad are great fun they must also be treated with respect and planned accordingly. **FLYING ABROAD IS SIGNIFICANTLY DIFFERENT TO UK FLYING!**

Risk Assessment/Management

A number of schools have now realised the importance of adopting comparable industry standards. The FSC strongly recommends that ALL schools carry out risk assessment analysis for each their sites and areas of operation. Risk assessment for sites should include the obvious such as hazards, but also things like optimum wind direction, max permitted deviation from optimum, max/min wind strength for safe operation, max number of students, access information/restrictions, emergency services info. etc. etc. and anything else you can think of appropriate to your site. This should all be documented for reference purposes.

Ground to Air signalling code (reminder)

The FSC has adopted the following 'ground to air' signal to be used in emergency situations where clearing the airspace is essential due to the possible arrival of a helicopter.

H

The meaning for the symbol is "Clear the Air, Helicopter Approaching".

The "H" should be at least 2.5 metres long and made as conspicuous as possible by attempting to provide the maximum colour contrast between the "H" and the background on which it is displayed. This can be done simply with two rolled up paragliders laid parallel to each other with the glider bags forming the join, or by laying a de-rigged hang glider parallel to it's outer bag with the harness forming the **join**. Care should be taken to secure the "H" in such a way that it will maintain its shape, eg by placing rocks on glider tips etc.

The "H" symbol is not intended to supersede the international "X" and "V" symbols meaning 'medical assistance required' and 'assistance required' respectively, nor that in hang gliding and paragliding where a spread out glider is

used to indicate 'assistance required'. It is expected that the main (though not exclusive) area of use for the "H" will be at launch or landing sites or on ridge soaring sites where a laid out glider is a common site and has no meaning.

Pilots are strongly advised to be aware of all the symbols and take the appropriate action.

Accident Statistics

A large UK school has recently reviewed its accident stats and has noticed that a significant proportion occur when the student is learning to soar and the wind is a little off to one side. The feeling is that students often find it difficult to cope with the downwind beat leading to the possibility of a mistake.

Schools should be aware that there is a difference between flyable conditions (for experienced pilots) and trainable conditions. The wind does not have to be too far off the hill for the downwind leg to be significantly different from the upwind to a point that can easily spook a student. If the wind is more than 5 degrees off to one side then a risk assessment should be carried out to ascertain whether training should continue. Important factors in that assessment would be the slope, wind direction and strength and student experience.

AIRWORTHINESS PANEL

CE EN 966 (air sports) helmets are to be mandatory in all BHPA schools from Jan 1st 2004.

The CE standard for air sports helmets has been around for some time now. Initially there were few sensibly priced helmets on the market suitable for use in schools which is why they were not made mandatory from the outset. There is now a number of good quality, reasonably priced items on sale and the majority of schools are now using them. Those still using older, non-EN966 helmets or helmets designed for another sport have until next January to change.

Acceptable proof of foreign certification

For several years the BHPA has recognised DHV certification for hang gliders and paragliders. In common with all such certification systems, the

vital proof that the individual glider conforms to type takes the form of a verification placard (sticker) on the actual glider, detailing this certification.

With the DHV system the verification placard is actually issued by the DHV. Unfortunately some manufacturers have not managed to establish a mechanism for obtaining these DHV placards so there is a danger that gliders could be marketed without them.

To prevent this unsatisfactory situation occurring the Airworthiness Panel has agreed that acceptable proof of foreign certification would be demonstrated by the manufacturer attaching his own sticker to the glider, confirming and detailing the certification that the glider

conformed to. (This is actually the system used in some certification systems such as HGMA and AFNOR, so is not a radical departure.) Precise details of the minimum information that must be contained on such a sticker are shown below:

Marking

Conformity to the requirements of a recognised airworthiness standard shall be stated on a stamp or label permanently fixed to the glider. This must include the following information:

I NAME hereby confirm that the glider detailed below is identical in every respect to the example successfully tested by TEST HOUSE and issued with CERTIFICATION NUMBER / CONFORMITY NUMBER.

- a) Name of manufacturer;
- b) Glider model name and size;
- c) Certification class of the glider;

- d) The name of the test standard (e.g. DHV GS) and issue date;
- e) References to any other standards the glider is in compliance with;
- f) Year (four digits) and month of manufacture;
- g) Serial number;
- h) Warning: Before use refer to the user's manual;

PG:

- minimum and maximum total weight in flight (kg);
- accelerator: yes or no
- trimmer: yes or no

HG

- minimum and maximum clip-in weight (kg).
- trimmer (Vg/Vb): yes or no

PILOT TRAINING PANEL

Training Guidelines for Qualified Pilots.

A CP qualified pilot is regarded as being suitably skilled to make his own decisions. Nevertheless, there are further skills that the pilot should aspire to master: many of these are documented in the Pilot Rating scheme. Whilst the latter stages of the PRS are primarily written as a self-coaching guide, obtaining advice from suitably qualified persons can be a very efficient method of making progress with these and other skills. The following sets out the BHPA's position on training for qualified members.

Training for qualified members is defined as any situation where a new factor is being deliberately introduced to a pilot already qualified to fly that craft type. This factor may be a skill or a significantly different environment (eg mountains). All training for qualified members is regarded as being a form of 'coaching'. (Formal 'Instruction' ends with the issue of the CP (novice).)

Any provider of training for qualified members must be suitably qualified. This means that as a minimum they must hold a Club Coach rating and have the necessary experience of whatever it is that they are teaching and the environment

being used. Ideally such providers will also hold a BHPA Senior Coach or Instructor licence. (For many activities (eg tow conversions, flpa conversions) precise qualification requirements are stipulated. See TM.)

'Guiding' (ie introducing suitably qualified pilots to a new geographical area where the pilots will use their existing skills and knowledge) is not regarded as 'training'. Persons providing guiding services still have a legal Duty of Care to their clients.

Offering comments/information on flying conditions experienced, landing fields in use etc. is the duty of every pilot, and is not considered to be training.

The exchange of 'Valuable Consideration' does not significantly alter any of the above. Training provided by persons qualified as above may be provided for free or in exchange for 'valuable consideration'. The only exception is where a flight in an aircraft not belonging to the trainee purchaser is part of the transaction: in this situation UK legislation considerations require that the flight must be instructional. This means that the person being paid must be a licensed instructor, and the flight must have genuine

instructional content.

Advice to Qualified Pilots:

Various individuals and organisations offer services for qualified pilots. These can be loosely separated into two categories - 'guides' and 'training providers'. Irrespective of the type of service that you are receiving, you are reminded that the final decision to fly is your own, and the same applies to all manoeuvres and activities undertaken in flight.

'Guides':

If being 'guided' in a new geographical area, understand that there are no BHPA qualification criteria for 'guides', who may well have no instructional or coaching qualification or skills. Their function is only to get you to the site and introduce you to it. Local knowledge and site familiarity are invaluable, and should be tapped into – but the bottom line is that you have to be certain that the site, weather etc. is suitable for you to fly.

'Training providers':

Check out carefully the qualifications and relevant experience of any person providing training.

Be realistic about your own experience level and only consider appropriate courses.

Ensure that the course provider's aims are similar to your own. (A badly run or inappropriate course will teach you nothing and may have a detrimental effect on your development as a pilot).

If attending a course abroad, ensure that you take out medical repatriation insurance that

specifically covers para/hang gliding. (Airsports Insurance Bureau Ltd will provide this.)

Advice to Training Providers:

You must meet the general qualification criteria above, and any specific requirements for the type of training you are offering. Your cover under the BHPA's policy will be affected otherwise. Ensure that your trainees are suitably qualified for the training proposed.

If running a course abroad, ensure that all participants take out medical repatriation insurance that specifically covers para/hang gliding. (Airsports Insurance Bureau Ltd will provide this.)

Ensure that your training is not negligent, that you carry out regular Risk Assessments and that you fully exercise your Duty of Care to your trainees.

See also BHPA Fact Sheet on SIV courses.

Schools, instructors and coaches are reminded that both they and any of their student/trainee 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. Please remember that non-UK residents have no cover abroad. They must ensure they join the respective national association or obtain separate third party cover whilst engaged in activities outside the UK. (This requirement is part of our insurance terms.)

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.

INSTRUCTOR AND COACH TRAINING PANEL Colin Morley

Senior Instructor Examinations

There have now been a considerable number of Senior Instructor examinations since the licence was created. Feedback from the examiners suggests that a significant proportion of the candidates are ill-prepared on the day and not sure what to expect. To clarify:

The SI exam consists of 2 main elements; paperwork and TI training.

The paperwork side of the exam looks at the

ability of the candidate to demonstrate that they have a thorough working knowledge of the admin side of running a school. This obviously includes membership certificate books, student record books and daily logs, but also admin to do with registering sites, setting up a school, registering TIs, booking procedures for students etc. etc.

The TI training side involves the candidate practically demonstrating that they can train trainees to the required standard. This involves 'actively

training' the trainee in a similar manner to the way a PG or HG student would be trained, in that the TI should receive briefings, practice and de-briefings for the exercises being taught.

Obviously the level of tuition would be dictated by the level of experience of the TI however, the usual method of osmosis where the TI is expected to learn by looking and listening (and little else) will not suffice.

The ability of the candidate as an instructor will also be monitored as a matter of course. In a recent SI exam the candidate failed but also had his Instructor licence revoked due to a particularly weak performance.

Ten rules for successful instruction

As the beginning of the new season is upon us it is time to look back and remind ourselves about the basic skills that we need to successfully instruct students.

We are all very aware about the practical side of teaching paragliding. The most neglected part (because it's the least enjoyable) is the theoretical structure of instruction. Well, spring is upon us and we mustn't just be aware that our skills in dealing with thermals could be rusty, we must also be aware that our communication skills should be honed in order to provide successful instruction to students.

Rule number one has got to be - know your subject. There is no easy way to achieve this. It is usually the result of a great deal of study.

Rule number two is that you must understand the objective of the lesson. This means that you should know exactly:

1. What the students has to learn
2. What the instructor has to teach
3. and if you are a TI, what the examiner/your SI expects to see.

Rule number three is that all instruction should be planned. Remember the seven Ps. Proper prior planning prevents p**s poor performance. So how should we prepare? There are initially three things that we should consider. These are, what time is available, the size and standard of the class and the subject matter. As far as the subject matter goes remember rule number one- Know Your Subject.

You can now list the essential teaching points, arrange them in a logical order and break them into the best stages for learning. Now we must decide on the best method of presentation. Will it be a facts lesson, a skills lesson or a lecture? What instructional needs or arrangements are needed? See rule 9. Make sure the environment is suitable for learning, for instance if instructing on the hill then it may be better to have the students with their backs to the takeoff so there are less distractions.

Rule number four is that you should always rehearse and practice so that you know what you're going to say and how you're going to say it - before trying it out on your students. Confidence is the key. (Rule number three helps here)

Rule number five is that all stages of the lesson, whether it is a skills lesson (such as the PLF) or a facts lesson (such as air law), should be confirmed before moving on. The confirmation is needed in order to ensure that the students have understood the information and in order to clear up any doubts that many, or you, may have.

Rule number six. Develop the qualities of a good instructor. For most of us this does not come naturally. We have to work at it. It isn't that difficult, but we do have to deliberately cultivate it.

The qualities of good instructor are:

1. Confidence - (see rule number one and rule number four)
2. Manner - speak clearly and distinctly. Vary the speed volume and pitch of your voice. Move naturally and avoid distracting mannerisms.
3. Attitude - be fair and don't have favourites. Be approachable. Don't use sarcasm. Admit your mistakes; be prepared to admit that you don't know everything. Be firm, patient, friendly, and encouraging.
4. Diligence - pay attention to detail and don't cut corners. Establish high standards for yourself and your students and above all always try to improve.
5. Enthusiasm - try to be dynamic and enthusiastic, even with a dull subject (as if there could be one in hang gliding or

paragliding). Be convinced of the importance of the subject matter. If you're not convinced, how can you expect the students to be?

Rule number seven. Teaching and learning are not the same. Remember, you can teach a brilliant lesson but if the students have learnt nothing then it was a waste of time. Learning is mostly a voluntary process. They must want to learn. The job is almost done for us because they did come to us after all. But we must foster their desire to learn. This can be done by:

1. Creating interest in the instruction before the teaching starts.
2. Develop interest during the introduction to the lesson. You should clearly state the objective of the lesson, why it is important, and if possible, provide personal incentive (flying holidays in Greece?).
3. Keep them interested during the lesson. Be enthusiastic during the lesson-it's catching! Get maximum student activity. Use as many of the senses as possible during the lesson (hearing, sight, touch etc.). Use variety in your instruction and keep the instruction at the right level for the class. Avoid distractions and use good questioning technique. This brings us to...

Rule number eight. Use good questioning technique. Always confirm that they have learnt what you have taught. We use questions to:

1. Test the knowledge of the students.
2. Teach, by making the students' reason out the answers.
3. Create activity, by keeping the students alert.

How to put questions. There is a right way and a wrong way of putting questions. There are probably as many right ways as there are wrong ways. A fairly standard technique is to pose, pause, and pounce:

1. POSE the question.
2. PAUSE to allow the students to think of the answers.
3. POUNCE to nominate the students to answer. Don't nominate first or the other students won't think about the answer. They will just be relieved that they weren't chosen.

Do make the questions clear and unambiguous. Don't encourage guessing by asking 50-50 questions.

Don't ask verbal questions to test a skill. Skills should be tested practically. These sorts of questions test the students' ability to express themselves rather than their skill. It can be very embarrassing for the students.

Questions from the class can be dealt with in the following ways:

1. Relevant questions can be put back to the class. Ensure that everyone understands the teaching point before moving on.
2. Irrelevant questions must be dealt with constructively. Be encouraging but don't waste time.
3. If the question is about something that is covered later in the lesson then say so, but don't jump ahead.
4. Don't waste time on deliberate attempts to mislead the class.

When you don't know the answer to a question – SAY SO. Make sure you give the students the answer later.

Rule number nine. Make sure that you select and use appropriate instructional aids. Remember the best aid is the real equipment and for explanation is quite often true that the best aid is the one you make yourself. This is because it is appropriate to your needs. The purpose of an instructional aid is to:

1. Make the subject easier to understand and learn.
2. Promote and maintain interest.
3. Assist the instructor to explain the subject.

If the your instructional aid doesn't do any of these you don't need it.

Rule number ten. Always assess the effectiveness of the instruction. (See rule number five). Confirmation is a vital part of the teaching process. To confirm properly during any course instruction we should:

1. Assess the student's standard at the beginning.
2. Test progress at suitable intervals.
3. Test or assess at the end to ensure that the

objective has been achieved.

4. Watch out for students in difficulties.
Don't leave anyone behind. This is why we confirm before moving on.

Confirmation can be done by oral, written or practical tests that are appropriate to our objective. We can use quizzes, discussions, exercises or even competitions.

Well, I'm sure I haven't told you anything you didn't already know. But I hope that the least I've done is to "jog the memory".

There are very few natural instructors. And even the natural instructors amongst us still have to reassess our techniques from time to time. Using these simple rules should help the less experienced amongst us to be more confident and enjoy instructing even more.

One new thing at a time

It is essential that Instructors consider carefully any task or exercise they ask a student to undertake. The general principal is that students should only tackle one new thing at a time! There have been a number of incidents recently where the instructor has put a student into a position where they are doing more than one new thing and this has usually been 'because I thought the conditions were ok'.

In a recent incident a student was practicing his first soaring flights. While airborne the student was told that the conditions were ok for top landing and that he should have a go. The student now has a compressed vertebra having crashed quite badly.

The training we give must be progressive and ALL NEW EXERCISES must be briefed and demonstrated before being attempted by the student.

NVQs. for instructors

This seems to be rather like an old-fashioned square dance. After taking two steps forward I now find myself taking one and a half steps backwards. Basically the rules have been changed. The NVQ governing body, in its infinite wisdom, has seen fit to change the requirements. I am working with a college to achieve re-accreditation. I am now back to a position that I had achieved about 18 months ago. I'll try to keep you informed as progress is made.

Registering Trainee Instructors

In an effort to increase instructional standards the FSC is considering raising the level of experience for prospective TIs from CP + 20 hours to Pilot rating. The aim is to ensure that even as a TI the pilot concerned should have a more in depth level of knowledge from the outset (and it's easier to defend if a TI is involved in a training incident). It was hoped to introduce this for this season after having discussed it at the trainers' conference, however as this is an important issue it will wait to be discussed at this years' trainers conference. Please consider your opinion on this issue.

Signing off Trainee Instructors

The FSC is aware that with the introduction of the new student training record books a number of other publications are now in need of updating to bring them in line. First priority is the Technical Manual itself which is a major job but there are a number of others.

The FSC recommends that TIs use a copy of the appropriate student training book in conjunction with their TI log book in order to get the various exercise signed off. This will remain in force until the new TI log books are printed with the updated section for signing off the various exercises.

EXAMINATION AND INSPECTION PANEL

New Examination Pro-forma

There is a new Examination Pro-forma out for PG (hill) with other disciplines to follow asap. CFIs should take note that the pro-forma is available from head office for use with TIs having there mock exam prior to full examination. NB. A copy of the completed pre-exam pro-forma must accompany the usual records such as 1st aid cert., TI log book etc. etc. Failure to do

this will delay the exam.

School Inspections

Following a reorganisation of staff time a substantial increase in the number of school inspections has been planned for the coming year. The Inspectors will look at all aspects of school practice (weather permitting) so please ensure all is as it should be in your school.

ADMINISTRATION ISSUES

There may still be one or two schools out there that think it is acceptable to fill in the student training record books back at base at the end of the day. As has been published previously THIS IS NOT THE CASE as one northern school has discovered to their possible cost. The school concerned professed to have a policy of filling the books in at the end of the day which is all well and good until, as in this instance, the student crashes and sustains a broken leg. If they choose to take legal action the school may well find they have no BHPA insurance cover. A broken leg can go for anything between about £5000 and £50,000 which is a lot to find from your savings!

The books are designed to be taken on the hill/site and filled in as the student works

through the exercises. Feedback from those who have made an effort to get used to the system (imposed in order to retain insurance cover) is that they find them useful in that it not only gives the instructor some direction but also makes the student feel part of the process and responsible to some extent for their own destiny. Signing the books also give natural breaks to the proceedings to allow both the student and instructor to reflect, regroup and move forward. The only down side is the extra admin on the hill and maintaining the books – a small price to pay and vastly outweighed by the benefits. Most people have commented that even this is no big deal when you get used to it and the key to that is being organised – it's hardly rocket science at the end of the day.

FLYING ISSUES

Low level asymmetric collapses

A significant number of paragliding injuries (and deaths) occur as a result of an asymmetric collapse at a height at which the canopy can not recover in time before hitting the ground. Some of the common causes are as follows:

Wingovers at low level. Practicing wingovers is a worthwhile and fun activity as it teaches you a lot about how your particular wing responds to input and about wing loadings, pitch control etc. The problem occurs when people decide to practice the manoeuvre at low level (usually just above take off where there is the biggest audience). When an asymmetric occurs during a wingover the canopy can be carrying a lot of energy resulting in a rapid spiral and loss in height. If this happens at low level it may be impossible to recover from before hitting the ground.

Test flying a new glider. There are a couple of issues within this. Firstly these instances usually involve a pilot who is considering moving from a glider with reasonable passive safety to a glider they consider to have more performance. Most gliders aimed at first time buyers have reasonably long brake/control travel while those further up the performance ladder tend to have comparatively less. If the pilot (usually low air-

time) is not prepared for this then it can result in over application of the controls with painful consequences. Secondly the issue of 'test flying' a new glider seems to conjure strange notions in some pilots. The aim of a test flight is to make comparisons between the glider you have and the one you propose to purchase. It is about getting a feel for the wing and its handling characteristics to ensure it is something you will want to fly. 'Test flying' is not about wanging a wing around in a manner you would not usually do under normal circumstances. In fact chucking a new wing around the sky is the last thing you want to do until you have become full familiar with its flying characteristics. To then add low altitude into the equation can once again mean painful results.

Inexperienced pilots. Pilots with low airtime tend to be more vulnerable because often they are not so quick at noticing the onset of an asymmetric. The majority of asymmetric collapses can be prevented before they occur by flying in an active manner. This skill takes time to develop so lower airtime pilots should give themselves a bit more margin for error, especially when conditions are less than perfect. It is also important that the correct procedure is employed when recovering from an asymmetric at low level. First reaction should be to try and

lean away from the collapse (in many instances this will be enough to enable an easy recovery) and possibly apply some control to the side still flying to maintain a safe course, the collapse can then be carefully pumped out if it has not already recovered by itself. When proximity to the ground is not an issue then maintaining a particular course may not be such an issue in the recovery (indeed, allowing the glider to turn may aid recovery) however, when low down on a ridge maintaining a safe direction is imperative if the alternative is flying into the hill.

Glider types. In general any paraglider can suffer an asymmetric collapse. It is the way they recover that can differ. Again, generally speaking a glider with relatively high passive safety eg a DHV 1 – 1/2 or CEN Standard will recover more quickly, turn less in the recovery and lose less height than those gliders in the categories with less inherent passive safety. There are no guarantees here but it should be something all pilots take into account when the risk of an asymmetric is high.

None of the above is intended to dictate how you choose to fly. The intention is merely to ensure that if you do choose to fly a less safe wing in a manner likely to increase the possibility of an unstable situation, then you do so understanding the risks. In 2000 four paraglider pilots died as a result of a low level asymmetric collapse.

PLEASE NOTE THAT THE FOLLOWING FUNDS AND AWARDS ARE NOT SET UP AS YET. PLEASE DO NOT ATTEMPT TO APPLY FOR THEM UNTIL INFORMED OTHERWISE. DONATIONS WILL BE KINDLY ACCEPTED AS OF NOW. See below for details.

Ann Welch's family have announced their wish to set up an award and a bursary in her memory, as described below:

Ann Welch Memorial Award

The Ann Welch Memorial Award is for those who have made a significant contribution to instructing, including practical and/or learning aid(s), in flying and associated subjects such as meteorology and navigation.

The Award is open to those whose instructional

activity assists members of the BHPA, BGA, BMAA (or their successors) to reach higher standards of sport flying. Nominees can be put forward by associated clubs and/or the governing bodies for consistently exceptional work over a number of years or for a single but significant contribution.

The Award is to be presented annually by the Royal Aero Club. Normally one award will be made in each calendar year, providing a candidate of sufficient calibre is put forward.

The final decision on the award is to be made by a "committee" consisting of one member from the RAeC, BHPA, BGA, BMAA, with Ann's family having a casting vote if required.

Ann Welch Instructor Bursary

This bursary is open to any young pilot, between ages of 18-28 years, who wishes to become a BHPA, BGA or BMAA instructor. Applicants must have proved themselves to be competent pilots. Applications must be supported by two club officials and a non flying referee.

Normally one bursary only will be awarded each year towards the cost of any appropriate stage of instructor training for the candidate's level. The bursary may not be sufficient to cover the whole cost of training in which case the candidate must prove that there are sufficient funds available to meet the remaining costs.

The bursary will be a part of the Young Persons Flying Training Scheme run by the Royal Aero Club Trust.

Both of the above are in the stages of being set up at the moment and are dependant on sufficient funds being raised. They are not yet operational. We will let you know when they are.

Donations are invited and cheques should be made payable to "Ann Welch Memorial Fund". Please send to Ann's daughter:

Miss E. Douglas
14 Upper Old Park Lane
Farnham
Surrey GU9 0AS

Alternatively, donations can be sent via the BHPA office. Please mark the envelope "Ann Welch Memorial Fund".

COURSES 2003

Instructor Courses

23/25 April 2003 Lilleshall National Sports Centre, near Newport, Shropshire. Cost £185, contact Tony Mitchell, BHPA office. This course is rapidly becoming booked up. Send in your deposit to secure your place.

7/9 October 2003, Bisham Abbey.

Senior Instructor Course

6/7 November, Bisham Abbey, Bucks.

Coach Courses.

The following dates in 2003 have been allocated, and can be booked by Clubs.

4/5 October, available for booking.

25/26 October, available for booking.

22/23 November, available for booking.

Clubs should contact Tony Mitchell, BHPA Office to organise a course.

Situations Vacant/Schools for sale

Snowdonia Paragliding School – New Boss Required

A beautiful little school with an excellent track-record and on-going goodwill requires a new boss this summer as the present one unreluctantly pursues new horizons abroad.

Would love to hear from any BHPA Instructor/Senior Instructor looking to run their own school here in Snowdonia National Park (Based at Pete's Eats Café, Llanberis).

Would be happy to negotiate a commission based ownership scheme spread over five years

without any down payment (other than renewing BHPA membership in July).

Call or email Robert Greenwood by end of April 2003 (01248 602103) robert@zenadventures.com
www.snowdoniaparagliding.com

Cloud 9 requires CFI

Cloud 9 Paragliding School requires a CFI to run an established school in the Thames Valley/Reading area.

Interested parties should contact Mike Hibbit on 0118 9882968 or by post at 13 Kendal Avenue, Shinfield, Reading, Berks, RG2 9AR

IT'S YOUR LETTER.. IT'S YOUR LETTERS....

Can't print them if you don't write them!!!!!!!!!!!!!!