



# Instructor and Coach **NEWSLETTER**

Welcome to the autumn 2000 edition of the Instructor and Coach Newsletter. The Spring Edition began with news that we had lost our first pilot of the season. I sincerely hoped that it was a one off. Unfortunately, at the time of writing the total is up to six, five Brits and one visiting Swiss pilot. Five PG and one HG, the majority of the PG being collapses at low level resulting in the pilot hitting the hillside. This is by far our worst year since 1995 when again six pilots died.

Thanks to those who provided 'positive' 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](mailto: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**

The winter months are approaching and it is time to review our performance over this last season. Now is the opportunity to look at all those areas that are quite often the lowest priority during the summer months.

Let's use this time to look at:

- a) the image we project to the public
- b) the theory content of the courses
- c) and last, but certainly not least, ourselves, (our instructors and our TIs if we are SI or CFI).

### **Our Image**

When seen through the eyes of the public do we look professional and trustworthy? Look at other leisure businesses. How do they project themselves? This is important even if you are a club and not a school. Remember that you need sites. In order to get the site you must negotiate with the landowner or his or her agent, and in order to keep the site you need to project yourselves positively with almost everyone else! Even one complaint can cause a site to be lost.

The way we behave on site is obviously important but in our spirit of reflection we should make sure that all users of that site know

the rules. How do they find out the rules? Do the rules still make sense? What is the procedure if someone doesn't follow the rules?

What does the customer/prospective club member see when they first become aware of your school/club? Now is the time to look at all of the papers that any prospective newcomer would see. Check content, layout and, above all, spelling and grammar.

Do you have a website? If not why not? It can be free and even small clubs and schools can compete on equal terms with the big boys. If you have already got one then treat it like all of your publications; check content, layout and, above all, spelling and grammar.

### **Theory content of the courses**

Do we have lesson plans for each of the lessons in the syllabus? Do we have the materials prepared to support the lesson? Ideally this should be for all lessons up to, and including, Pilot level.

The facilities that schools and clubs have vary quite widely but whatever facilities you have the lessons have to be interesting and effective with lots of student participation. This usually means something for the students to hold or something for the students to do as well as the usual question and answer technique.

### **Ourselves, our Instructors and TIs**

If you paid a lot of money to a consultant you would be told about "reflective practitioners". What this means is that we should take time to analyse what we have done and why. We should then try to see other ways that it could have been done, reflect on what went well, what could have gone better and, on occasion, what went wrong. It is only by doing this that we improve. The snag is that in order to do it properly we have to make time for it. Coaches and Instructors should be doing this on a regular basis but now we should make time to do it properly.

A TI should look at their progress in detail. The

first question is "Have I progressed?" and the second "What should I do next?". In addition to the normal reflective practice remember that the goal for a TI is the examination.

An SI with a TI must make sure that the TI has the skill and knowledge (and the practice) to put across all the theory needed. These winter months might be the time to get those theory lessons sorted out. A good, confident delivery of the lesson requires practise. It's not fair on the TI or the students if the theory lessons are not delivered competently and professionally.

If you are a coach now might be the time to sort out a theory lesson that can be delivered in a front room, in a pub or on a hill. Remember, just preparing the lesson refreshes our memories.

As a summary, don't just sink into a hot bath and think that now is the time for a rest. If the pressure has eased a bit, prepare so that the pressure will be less next time. Don't forget to reflect on the good times as well. Remember those squeals of delight from the first timers and those gruff thanks from those too macho to show their feelings. Ah well, just time for hot bath and a rest I think.

Colin Morley

### **COACH COURSES AND THE 21st CENTURY!**

Having recently cancelled a Coach Course for the first time (due to lack of numbers) it has become apparent that the system needs a little explanation.

Every year we run 6 coach courses, usually one a month from October to March. The coach course is theoretical and is designed to give direction to those wishing to help others from CP and beyond. It is a weekend course because it is aimed at ordinary club members who will usually have work commitments mid week. They are held in our 'off season' to reduce the risk that the course falls on a flyable weekend (though this occasionally happens and is a pain in the arse!). They are very cheap (currently £25) as they are seen as a service to the

membership. This is the only course the BHPA runs in this subsidised way.

The system is such that the host club actually organises the course in the following way:

1. Host club (having decided they want to host a course) contacts BHPA office to claim one of the available dates, which are published well in advance.
2. Host club organises a suitable venue. This must have good facilities including toilets, tea/coffee making facilities, adequate space for attendees, heating, electricity etc. etc. The Coach Course is informal yet professional and as such the venue must reflect its needs; it must be clean, adequate seating with tables, room to move for role play and group work, adequate power supply etc.
3. Host club organises attendees (minimum 16 maximum 30ish). This includes making sure there are enough people, providing good directions, providing B&B info etc. etc.
4. Host club provides a list of names and sorts out payment.

The maximum and minimum numbers are there for a reason, which unusually for the BHPA has nothing to do with costs. A max of around 30 is set because much above that becomes difficult to manage in a number of ways; venues become cramped, elements of the course take a lot longer and resources become a bit stretched. The minimum of 16 is set because the course is designed to encourage group work and the cross fertilisation of ideas and methods. This is not possible with small numbers who are all from the same club (probably all from the same school!). An essential element in 3 above is that the organiser invites pilots from all the clubs and schools in the area and beyond if possible. The best courses are ones where there is the greatest mix of both the flying disciplines, and geographical flying areas.

At the time of going to press none of the dates allocated for next Jan, Feb, and March have been taken. If you wish to host a course then see the section entitled 'Dates for your diary' in this

issue. What follows are the basic Aims and Objectives of the course along with the course programme.

### Coach Course Aims and Objectives

*What is a Coach?*

A pilot prepared to help others.

The main aim is to give out some 'Tips' on coaching and prevent some of the basic errors. So when someone asks "is it alright for me?" the answer you give will help them rather than hurt them.

There will also be some tips that will help with your own personal flying!

There is a Coach Course pack given out at the end of the course, however, you are encouraged to take notes to supplement the pack.

*Where does the Coach Course fit into the Big Picture?*

To become a Coach -Attend coach course  
 CP + 10 hours  
 Recommendation by Club

Also:

This is the first step towards becoming a Senior Coach, Instructor or Aerotow Coach.

It may also be that you have no intention of becoming a coach and have attended purely for your own information.

### Coach Course programme

#### DAY ONE

- |       |   |
|-------|---|
| 9:45  | Arrival   |
| 10:00 | Staff Introductions                               |
| 10:10 | Attendee's Introductions (Club, Fly, Glider, Why) |
| 10:30 | Course Aims                                       |
| 10:35 | Communication in Theory                           |
| 11:35 | Housekeeping and Tea Break                        |
| 11:55 | Assessment  |
| 12:35 | Basics  |
| 1:05  | Lunch   |
| 2:00  | Airmanship  |
| 2:20  | Mixed Flying                                      |
| 3:05  | Tea Break   |

3:25 Briefings and Debriefings  
 3:50 Psychological Pilot  
 4:45 END

**DAY TWO**

9:30 Basics  
 10:30 De-briefing in Practice  
 11:00 Tea Break  
 11:20 Accident Analysis  
 12:30 Lunch  
 1:30 Dealing with a Major Accident  
 2:15 Problem Member Scenario  
 3:00 How Little They Know  
 3:15 Tea Break  
 3:30 Coaches Role and Responsibilities  
 3:45 Conclusion, CHB, Course Evaluation  
 4:10 END

**TRAINEE INSTRUCTOR RESPONSIBILITIES**

Trainee Instructors are reminded that is an essential part of their training to read, and become familiar with, the relevant parts of the Technical Manual (TM).

Licensed Instructors (and therefore trainees under examination) are required, among other things, to;

Operate safely in accordance with the TM;  
 Ensure safety standards are maintained (as outlined in the TM);

Improve their own flying and instructional skills and knowledge in various ways, including studying the TM.

For obvious safety reasons being familiar with the relevant sections of the TM is extremely important, especially the training exercises, safety requirements and recommended practices etc.

Candidates on examination will be questioned on areas of the Technical Manual and may fail if unable to convince the Examiner that they have the required level of knowledge. This does not mean the learning of the manual word for word, but an ability to use the manual effectively which can only be done with a certain level of familiarity.

**1ST AID CERTIFICATES SUITABLE FOR INSTRUCTOR LICENCES.**

The following is a reminder of the system regarding 1st aid certificates for Instructors.  
 NB. For Tow Coaches and Air Experience

Instructors the requirements (minimum, 1st Response/one day course) remain the same. The former list of accepted courses has been replaced with a set of criteria that all courses must now fulfil.

The system is as follows:

Trainee Instructors and Instructors on renewal (of their 1st aid certificate) must provide written evidence, in the form of signed declaration from their course provider, that their certificate meets the accepted criteria.

The criteria for 1st aid courses suitable for instructors must include the following:

1. Course provider (not necessarily the course) must be HSE approved.
2. Must be at least 16 hours (2 days) duration.
3. Must be of a pass or fail nature. (though does not require external exam).
4. Must contain the standard Emergency 1st Aid elements.
5. Must contain Incident Management (as well as casualty management).
6. Must involve spinal fractures, their diagnosis and management.

Items 4 and 5 should ideally involve 'Remote Location' issues.

In the case of TIs put forward for examination, the signed declaration from the course provider must accompany the actual 1st aid certificate when providing the usual documentary evidence to the BHPA office.

In the case of qualified instructors it is the responsibility of the CFI to ensure that the instructor has the correct certification.

**INSTRUCTOR RENEWAL FORMS**

CFIs are reminded that the format of the instructor and senior instructor renewal form has been changed. The CFI must now include the number of flights/hours, days instructing/coaching and number of flights as a dual pilot, when signing the declaration of support. The FSC would like to make it clear that full responsibility for checking a pilot's details prior to signing the declaration of support lies with the CFI.

## Accident Prevention and Medical Panel

### Reserve Deployments.

The following safety notice was published in the May edition of Skywings earlier this year. It was issued in an attempt to draw pilots' attention to the dangers of paraglider collapses at low level. Of the six fatalities so far this year, four have involved low-level paraglider collapses resulting in the pilot impacting the hillside. While I am not suggesting that emergency parachute deployments would have saved these pilots, I can say that attempting to deploy could not have made things worse. Even a partly deployed emergency parachute produces drag, which may be enough to prevent the type of high impact injuries that so often prove fatal.

There was some debate after the publication of the safety notice with a certain faction claiming that more harm would be caused by people deploying unnecessarily. There is NO statistical (or otherwise) evidence to back up this claim! In fact, all the evidence reinforces the need for the safety notice and its subsequent reprint in this newsletter.

### Paraglider collapses at low level

There have been a number of reported accidents in which a paraglider collapse at low level has led to a pilot sustaining serious and sometimes fatal injuries. During a recovery from a large collapse a paraglider can lose a considerable amount of height very quickly, particularly if initial recovery attempts lead to further instability. If your height above ground is less than is necessary for a full recovery - or if your attempts to recover are unsuccessful, the first action taken must be to deploy your emergency parachute. Pilots often pursue attempts to regain control beyond the point at which emergency parachute deployment is the only safe option; the consequences are usually very serious. The following are recommendations.

1. All pilots should fly with a suitably sized emergency parachute system.
2. All pilots should practice the deployment of their emergency parachute in a safe environment such as a club repacking

session

3. All pilots should become familiar with the actions to be taken following a collapse, and how much height may be lost in recovery.
4. All pilots should make themselves aware of the height lost following a mishandled recovery (SIV course participants may be able to note this while observing other pilots' recovery attempts).
5. All pilots should exercise extreme care whenever there is insufficient height to recover from a major or mishandled collapse.
6. When recovery is not possible in the available height, or if you are in any doubt as to how much height will be lost - **THROW YOUR EMERGENCY PARACHUTE!**

Angus Pinkerton, Chairman, BHPA Flying & Safety Committee. 27th March 2000.  
Preserving the scene on an incident.

Under EC rules and regulations all air accidents must be investigated and the results published. In the UK this is the responsibility of the Air Accident Investigation Branch (AAIB) of the Department of Transport. The AAIB have given the BHPA the power to investigate hang gliding and paragliding accidents on their behalf for obvious reasons.

When a serious incident occurs, trained members of the AP&M panel will carry out an investigation. This is a difficult job and involves taking witness statements, gathering evidence and piecing together what can be quite a complex puzzle. In order to make the process easier it is important that the persons on the hill at the time of the incident carry out certain steps.

The following is an extract from the Coach Course and is printed in full as a reminder. From an investigation point of view items 6,7 and 8 are the important ones. When an incident

occurs it is extremely important to preserve the scene in the best way possible. Important information can be lost forever if careful thought is not given to retrieval/removal of equipment after an incident.

If possible, leave it as it is, though this is rarely practical. Take video or photographic evidence of the scene. If this is not possible then make an accurate sketch. Obviously the care and safety of the casualty must come first, however, with care this can be achieved with minimal disruption of the scene.

## **DEALING WITH A MAJOR ACCIDENT**

### **1 TAKE CHARGE.**

This prevents confusion and enables the incident to be tackled quickly and methodically. It also prevents multiple calls to the emergency services.

### **2 REMOVE FURTHER DANGER.**

To yourself and then to the casualty and others. Do not become a second casualty!

### **3 ADMINISTER NECESSARY 1ST AID.**

Keep this simple. Attempting things beyond your experience can lead to serious legal action against the 1st Aider. As the person in charge it may be that you can delegate the job of 1st aid to someone more experienced leaving you to coordinate.

### **4 CALL THE EMERGENCY SERVICES.**

Mobile phones and radios are extremely useful but do not always work. You must know the position of the nearest public phone. Send two people (if possible) to call the emergency services. Call 999 and explain the situation. You must have the following information written down: Casualty information. Grid reference and/or site code. Access (or lack of access!) information. One person should stay by the phone for further instructions and to guide the emergency services, the other should return to the incident site to say that help is coming (or not!). The quality of the information supplied to the 999 operator will determine which services are sent.

### **5 ENSURE EVACUATION.**

If the emergency services are not coming, or the accident does not warrant their use, then you must have a plan to evacuate the casualty. Knowing the location of the nearest A&E hospital is essential.

### **6 RECORD BUT DO NOT DISTURB EQUIPMENT.**

Use a camera, note pad and pencil, video, or whatever means you have at your disposal to record the scene. This can be extremely unpleasant but is essential to the investigation process.

### **7 IDENTIFY WITNESSES.**

Take names and addresses of all witnesses. Passers by make good witnesses as their statement can not be influenced by knowledge (or lack of it) of the activity.

### **8 GET WITNESS STATEMENTS.**

If possible take statements there and then. Keep witnesses apart to prevent conferring.

### **9 NOTIFY RELATIVES.**

In fatal or very serious cases leave this to the police. In less serious cases it should be done by the person in charge. Follow up visits should be organised by the school or club concerned.

### **10 IN SERIOUS CASES INFORM THE BHPA IMMEDIATELY.**

In all cases an Incident Report form should be sent in within 48 hours. Serious cases must be reported immediately by phoning the numbers on the IR form. Serious cases include unusual equipment failures as well as accidents resulting in injury.

### **11 THE MEDIA.**

Often, especially at the scene of a fatality, the local (or national) press will appear. Give them a simple statement of fact along the lines of "there has been a PG/HG accident and the casualty is being dealt with. If you require any further information please contact the police press dept. or the BHPA Press Officer." They will attempt to press for more information. Stick to your original statement and refer them on. They will twist anything you say to make

the story. The more you say, the more they can get wrong!

NB *Though the above is in a specific order, a competent 'person in charge' will co-ordinate the situation in such a way that the order appears simultaneous.*

### GROUND TO AIR EMERGENCY 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.



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.

## AIRSPACE PANEL

### Filing an Airprox.

Over the years the BHPA has seen a significant increase in its flying membership. This has led to an understandable proportional increase in the number of Airprox reports that are being filed by our members. With this in mind it is important that our members (particularly our Instructors and Coaches whom this publication is aimed at, and from whom advice is sought by other members) are aware of the correct procedure for filing such reports. If the correct procedure is not followed then significant delays can occur in the commencement of appropriate tracing and other actions that may be required to attain a satisfactory conclusion. First let me remind you of the Definition of an AIRPROX - " A situation in which, in the opinion of the pilot or controller, the distance between aircraft as well as their relative positions and speed have been such that the safety of the aircraft involved was or may have been compromised."

Any BHPA member who wishes to file an Airprox should ideally follow the procedure below:

1. Inform either Ian Runnalls or Tom Hardie (both are members of the FSC Airspace Panel and their phone / fax numbers are always in Skywings). Should this not be possible do not delay the next step, that is the initial telephone report.
2. Initial Report - this will normally be made by telephone to the London or Scottish Air Traffic Control centres, as appropriate. You can use the free phone number that you use for site notification if you wish.
3. Confirmation Report - the initial report must be confirmed within seven days in writing on the Airprox Pilots Form (report form CA 1094), direct to the Joint Airmass Section at the address shown on the form.

Forms are available from the BHPA office on request. It is stressed that the written form is for confirmation only and must not be used as the initial report - it is not quick enough.

- Also file a BHPA Incident Report Form. BHPA representatives have input into the Joint Airmiss Section (JAS) and the Joint Airmiss Working Group (JAWG), the two bodies tasked with investigating, and if necessary making recommendations on, close encounters between aircraft. These

bodies retain their existing titles despite Airprox now being the correct term. The results from airprox reports filed by BHPA members should soon be published in Skywings so that all our members can see how these reports are processed and investigated together with any recommendations that may be appropriate. If you have any questions regarding Airprox Reports or any other Airspace related matter please do not hesitate to contact Ian Runnalls or Tom Hardie.

**EXAMINATION & INSPECTION PANEL**

**Evaluating Your Course.**

In a bid to improve standards the FSC strongly recommend that schools adopt a system for course evaluation. This is most easily achieved by producing a simple questionnaire for students to fill out on the completion of their course, an example of which follows. Course evaluation questionnaires have proved useful on both the TI and Coach courses run by the BHPA producing some thoughtful ideas not always obvious to the course provider. They also give course providers an idea of what the customer really wants and not just what the school thinks they should have!

**ABC Parahang Gliding School end of course questionnaire.**

To monitor and improve the service we provide, it is important that we receive feedback from our customers. To this end we have produced this simple questionnaire and we would be grateful if you could complete it and return it to us on completion of your course. PLEASE BE HONEST!

If you have any other comments which may help us improve our service in the future, please tick the "SEE OVER" box and use the reverse of the form for details.

Type of course recently completed:.....

My instructors were: (names).....

	POOR	AVERAGE	GOOD	EXCELLENT	SEE OVER
<b>At the Centre:</b>	1	2	3	4	5
Introduction.....	( )	( )	( )	( )	( )
Course organisation.....	( )	( )	( )	( )	( )
End of course de-brief.....	( )	( )	( )	( )	( )
Lecture (Met).....	( )	( )	( )	( )	( )
Lecture (Air Law).....	( )	( )	( )	( )	( )
Lecture (Flight Theory).....	( )	( )	( )	( )	( )
<b>On the hill:</b>					
On hill organisation.....	( )	( )	( )	( )	( )
Instructors.....	( )	( )	( )	( )	( )
Instruction in group.....	( )	( )	( )	( )	( )
Personal instruction.....	( )	( )	( )	( )	( )
Equipment.....	( )	( )	( )	( )	( )
<b>Pre-Course:</b>					
Publicity material.....	( )	( )	( )	( )	( )
Confirmation details.....	( )	( )	( )	( )	( )

Would you recommend ABC Parahang Gliding School to your friends?

If not, why?

Any other comments:

THANKS FOR YOUR TIME.

*This is an example and may be chopped and changed to suit your particular school, we would be interested to hear of any good ideas picked up with a view to spreading the good word.*



## ADMINISTRATION

### Admin. What a chore!

Paperwork has always been a chore and in reality no one really wants to do it, but as we all know society cannot do without it. Think about your household, even that needs a certain amount of time spent doing paperwork or as is the case in this day and age, time spent on the computer.

Your school is no different, and the BHPA require a certain amount. It surprises me how many Instructors are unaware of exactly what is required. The BHPA office is there to help you, each member of staff has a specific area they specialise in and your queries and complaints should be directed to that particular person. What is surprising is the amount of people that tell me they cannot get an answer or help from the office. That should not be the case. My role is Admin Director, and I am responsible to you the members to ensure you do receive a quality service from the office. One of my immediate aims is to establish a system where, if you feel you have not received the right level of service from the office, it can be resolved immediately. Sometimes it is down to a lack of understanding on both parts, sometimes its because of a problem beyond our control e.g. the post goes astray. Sometimes its down to speaking to the wrong person, it may even be human error, we are all susceptible to that on occasions.

Whatever the reason and whatever the problem, which to some people may appear trivial but to others major. I WANT TO KNOW ABOUT IT. That way I can do something about it and if needs be change any systems to ensure it never happens again.

I can only do that with your help.

Our courses are designed to cover the paperwork that is required and I hope and know in some cases your training of potential Instructors also cover it. Or does it? It maybe beneficial to the seniors out there to take a little time to ensure your junior Instructors are fully aware of their responsibilities towards admin. It could cut down on time spent by your staff in talking to the office. Get it right first time and that should be it.

You may have a school which has admin staff

who do all the admin work for you. Involve them in the training where the administration is covered. Could the BHPA help with this? I would welcome your suggestions.

I can only react where I am aware of problems so please let me know if you have one, or any ideas where we would all benefit. My details are in Skywings and I look forward to hearing from you.

Merv Turner  
BHPA Admin Director.

### USEFUL CONTACTS

*Business - sites that support small business*  
[www.dti.gov.uk](http://www.dti.gov.uk) - excellent site with loads of useful links.

[www.businesslink.co.uk](http://www.businesslink.co.uk)

[www.nfea.com](http://www.nfea.com) - national federation of enterprise agencies

[www.wiredup.net](http://www.wiredup.net) - support for the 18-30's

[www.shell-livewire.org](http://www.shell-livewire.org) - support for 18-30's

[www.lfyb.lawsociety.org.uk](http://www.lfyb.lawsociety.org.uk) - Lawyers for business scheme provides free legal advice

[www.lifelonglearning.co.uk/sftl](http://www.lifelonglearning.co.uk/sftl) - training loans for new business

[www.isi.gov.uk](http://www.isi.gov.uk) - information technology advice

[www.enterprisezone.org.uk](http://www.enterprisezone.org.uk) - information technology advice

[www.itforall.org.uk](http://www.itforall.org.uk) - information technology advice

[www.inlandrevenue.gov.uk](http://www.inlandrevenue.gov.uk) - speaks for itself!

*Internet - useful if you have your own website*

[www.mmcco.com/top100html](http://www.mmcco.com/top100html) - top 100 search engines and how to get registered with them

[www.janal.com](http://www.janal.com) - Dan Janal's guide to marketing on the internet

[www.rankthis.com](http://www.rankthis.com) - shows where your site is ranked on various search engines

[www.findlinks.com](http://www.findlinks.com) - finds industry related links

[www.submitit.com](http://www.submitit.com) - will automatically register you with search engines

[www.selfpromotion.com](http://www.selfpromotion.com) - will automatically register you with search engines

[www.networksolutions.com](http://www.networksolutions.com) - central domain name registration agency, offers advice on domain name registration and availability.

**DATES FOR YOUR DIARY**

Trainers Conference Nottingham	21-22nd November.
Coach Course	20 – 21st Jan
Coach Course	10 – 11th Feb
Coach Course	17 – 18th March

These coach courses dates have not yet been taken up. If you wish to host a coach course then please contact Tony at BHPA head office. If the dates are not taken up with at least two weeks notice, they will be lost.

Instructor Course 24 – 26th April.  
Venue to be arranged.

**PILOT TRAINING PANEL****To SIV, or not to SIV? That is the question.**

The BHPA PRS consists of an award and three ratings: Elementary award, Club Pilot (Novice) rating, Pilot rating, Advanced Pilot rating.

Yet a large percentage of pilots seem to believe that the stages are: Elementary award, Club Pilot (Novice) rating, SIV.

This would be fine and dandy if there was any evidence to support the view that completing an SIV course shortly after the CP was of any benefit to the pilot. My researches (i.e. chatting to pilots at Coach Courses and TI courses) lead me to believe that full-blown SIV courses before the pilot has fifty hours are almost always counter-productive. On the other hand, 'improver' courses (which is what some of the more carefully structured SIV courses really are) tend to be of genuine benefit. What I am talking about here is the sort of course that starts the week

brushing up skills such as Alpine launching, before progressing on to setting up approaches properly, then active flying and pitch control, using thermals – and might progress on the 'traditional 'SIV' syllabus as far as a 'B' line or dealing with a large asymmetric. Such a course should result in the pilot getting nine of the eleven 'Pilot' tasks signed off.

There is clearly a demand from new pilots for structured learning after the CP.

So why is it that new pilots are being brain-washed into attending inappropriate SIV courses, when there seems to be golden opportunities for schools to run at least equally profitable and more beneficial 'improvers' courses purposely designed to lead them towards the Pilot rating? And can anyone come up with a title for such a course that is at least as sexy as 'SIV'? CPP? FTA? (With phony French accent...)

Debate and discuss.....

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

To whom it may concern.

Uri Rencar would like to apologise for the 'spooof' letter in the last newsletter on page 13, entitled "Student Selection". It was never meant to cause offence, the majority finding it amusing as it was intended.

Personally I find it a little sad that something as trivial as this provoked such a response, especially as none of the respondents saw fit to complain directly to me as the Editor and person responsible for printing it.

What makes it worse is that there have been some quite important articles in the newsletter that deserve reader response yet receive none! Is it worth the time? Do you actually read it? Please let me know. Apathy Rules!!!

**Ribbons and yet more ribbons.**

I am a reasonably experienced hang glider pilot (Pilot rated, Club Coach), and a low airtime paraglider pilot, still flying with my red ribbon. Earlier this summer I was flying my paraglider at a club site where a local paragliding school

*cont...*

was training two groups of students - one lot of first dayers down at the bottom of the hill, and a group of mixed abilities somewhere between EP and CP. Conditions were fine, but being on the light end of my intermediate canopy's weight range, my penetration was slow, especially near the top of the ridge, where there was strong venturi effect. At one point I found myself being boxed in by a couple of other paragliders coming from opposite directions. One of them appeared to have no regard for the most basic of avoidance rules. It was some time before I realised that this pilot was a student under instructor supervision by radio. Later, in the top landing field, I was speaking to another pilot who said that where he learned to fly the school used 2 ribbons on their students when flying

club sites with qualified pilots: a red ribbon for low airtime, and a green ribbon to signify student under training. Even if you're colour blind, everyone can still count to two! I also spoke to the student who had unnerved me and discovered that he had only just passed his EP and was doing his first soaring flights. Finally, I spoke to the school and reminded them that they should at least have red ribbons on their students, which I believe they have rectified.

However, the idea of two ribbons does seem a sensible one to me, which other schools may like to consider.

Name and address supplied.