



Instructor and Coach **NEWSLETTER**

Welcome to the June 2002 edition of the Instructor and Coach News Letter.

Once again there have been highs and lows to the start of the season. The highs being that the season has got off to a F&M free start with generally good flying weather. Some good XCs have been recorded already. Tech Officer Dave Barber has already been boring us to death with his recent 90km flight from Lord's Seat (who said the staff don't fly?!).

Unfortunately the lows are pretty low. We have already had 2 fatal accidents involving BHPA pilots so far this season. Both were out in Spain and involved qualified pilots. One was particularly depressing as it involved the pilot landing in the sea. To those of you who still think landing in the sea is an option – **PLEASE THINK AGAIN!**

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: 01792 280941

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

And now an address from our beloved Leader:

Dear All,

Fingers crossed, this looks like being a rather better year than 2001. I'm really pleased that the great majority of schools and instructors are still with us following Foot & Mouth. As you will be aware, the BHPA is putting extra concerted effort this year into promoting the sport, which we hope will result in plenty of interest in learning to fly. It would be very helpful to us if you would let us know whenever you get a customer as a result of our efforts, as we would like to monitor the effect of this marketing drive. Please get in touch with Petra Slangen or David Wootton (contact details in Skywings each month) with any feedback or ideas.

In general terms, please don't forget that if you have anything you wish to discuss with anyone on Exec, we're just an e-mail or phone call away and we'll do what we can to help.

I wish you all a prosperous, successful and incident free year, and I hope you find time to get some good flying yourselves, as well as introducing lots of new people to the skies.

All the best
Harriet Pottinger
Chairman

ACCIDENT PREVENTION AND MEDICAL PANEL

Updated advice: Buying your first Paraglider.

The situation regarding paragliders suitable for first time buyers has changed sufficiently for the FSC to consider it necessary to update its published advice.

Previously the FSC advice was that: 'new Club Pilots must only consider Standard-class or DHV 1 or 1/2 gliders.'

Since that advice was issued, it has become the case that canopies with an increasingly wide

range of handling and performance characteristics are gaining DHV 1 / 2 certification, and many (most) of these would not be suitable for first time buyers.

The updated advice is that: 'new Club Pilots should only consider Standard-class or DHV 1 gliders. (Some DHV 1/2 gliders may also be suitable).'

BHPA publications ('The Pilot Handbook', 'Training Wings') will be updated to this effect at the next reprints.

PILOT TRAINING PANEL

Reverse Launch Tuition

There are still a number of schools teaching the old 'let go then turn' method for reverse launches. The FSC recommends that all schools should adopt one of the constant control methods of reverse launch. At the very least the 'let go and turn' method can be adapted so that the controls are passed between hands during the turn so the controls are never actually let go of completely.

There is enough evidence now to show that students who learn a constant control method from the outset have little difficulty. Control lines sawing through risers, whilst something to be aware of has not shown itself to be a major problem especially if the technique is properly taught.

If you are one of the schools/instructors using the OLD 'let go' method then you must change

or adapt your methods accordingly.

System changes.

As part of the recent overhaul of the paragliding and hang gliding training syllabuses, paragliding has been completely separated from parasailing. There is now a clear dividing line between the two, based on the type of canopy flown as it became obvious that producing a combined syllabus was impossible.

Parasailing will now have its own training syllabus for both square and round canopies. Those people who complete a 'square' CP course may then, if they so choose, complete a 'round' endorsement. Those who begin on rounds must complete the whole of the 'square' course.

This also applies to instructors. Those who qualify as parasailing instructors WILL NOT be allowed to teach paragliding off the tow and must complete further training and examination in that discipline in order to do so.

Existing instructors will be given a licence commensurate with their current experience, proof of which may well be required.

Pilot and Advanced Pilot Tasks

The next stage of the overhaul of the PG and HG systems will involve the tasks for Pilot and Advanced Pilot. There are a number of issues under consideration, not least the relationship between the BHPA ratings and the IPPI ratings. For the time being the current system remains in place.

INSTRUCTOR AND COACH TRAINING PANEL

Instructor Licence Revalidation.

Throughout the UK Aviation and Outdoor Pursuit world it has become the norm for instructors to undergo some form of periodic revalidation. This situation has been driven by a number of factors in recent years such as; insurance, accountability, creditability, professionalism and the need to maintain and improve standards. The FSC is currently reviewing the systems adopted by the major associations with a view to updating our own system. It is hoped that something will be put together (by adopting the best elements employed by the other associations) in time for presentation to the Trainers Conference and for implementation in Spring 2003.

Instructor Training

One of the developments being implemented almost immediately is that all Trainee Instructors will have to spend some time working with another school prior to examination. The exact details will follow as soon as possible. This is not an entirely new idea as it was part of the Hang Gliding system in the days of the BHGA...ahh – the good old days!

Instructor Course & New Instructors

The recent Instructor course held at Lilleshall National Sports Centre had one of the highest attendances of recent years, with sixteen candidates enrolled for the three days. As usual the majority of TI's on the course were paraglider pilots. Despite this the handful of hang glider pilots certainly made their presence felt in the often heated debates.

The course is based on a format developed over many years, and one that is being constantly tweaked to ensure that the information provided is as up to date as possible. As good weather rarely coincides with these courses the content is solely classroom based. Unfortunately, for this particular course the clear blue sky and fluffy cumulus didn't do much to help the candidate's concentration.

In three days it's impossible to teach a T.I to become a competent Instructor, this is a job that can only be learned out in the breeze under the guidance of a Senior Instructor. What the Instructor course aims to do is to provide information that will enable the T.I. to teach the theoretical aspects of our sport, to motivate the T.I. and to encourage them to adopt an open minded, thinking approach to the art of instruction.

In our increasingly litigious society a considerable portion of the course also revolves around the legal responsibilities of the Instructor.

As more and more leisure activities appear our schools have to offer an increasingly professional, value for money service in order to remain competitive. It's reassuring to note that the standard of T.I. attending these courses has improved over recent years, and these guys appear to be rising to the challenge.

The 25 day rule.

There has been some confusion recently about the 25 day rule that states that Instructors must do at least 25 days teaching each season to retain their licence. To clarify THIS RULE WAS PUBLISHED IN ERROR AND DOES NOT APPLY. The next lot of Technical Manual amends will sort the problem by removing the offending page.

Coach Courses and the 21st Century! (first published October 2000)

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**
 :50 **Psychological Pilot**
 4:45 **END**

DAY TWO

9:30 **Basics**
 10:30 **De-briefing in Practice**

1:00 **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**

Update on NVQs for Instructors

My thanks to all that have shown their interest. You have not been forgotten. Getting the assessor course in place is proceeding, but painfully slowly. I have the list of those who wish to become assessors. For reasons that will become obvious I shall call these people group A. Because they are not yet qualified assessors (and still need to be trained and assessed) the current work is to find people taking NVQs in the right parts of the country (group B) so that group A can assess them. At the same time I am assembling a group of qualified assessors (group C) to assess group A while they are assessing group B. Now you probably see why I called them groups A, B & C! There is just a couple of complications – group B need to be taking NVQs that are suitable and the organisations they are registered with need to agree to us using them.

Just to summarise; the potential assessors need to be trained to assess and qualified assessors need to assess the trainee assessors assessing the NVQ candidates. I'm glad that's all cleared up then.

Just to give, after all this double speak, my thanks to the volunteers. I'll be in touch as soon as it's all in place. The plan is still to do it all in one in order to keep the costs down.

Colin Morley.

How to use radios properly in training

Radios can be a wonderful resource for training but using radios in training can also prove to be lethal. There have been too many accidents and near accidents that have radios mentioned as contributing factors and it is about time that we had a serious think about how to use radios safely.

So what do we need for good communications? We need clear, unambiguous messages to pass from Instructor to student. There are well-established methods of achieving this and rather than 're-inventing the wheel' we may as well use them.

Good communications simply mean that the intended recipient receives and understands the message. Radio reception can suffer from interference and be rather poor at times and this leads us to the conclusion that we cannot rely on radios for our instruction. The student must be fully briefed on what is expected - and what to do if the unexpected happens; the radio is just a useful addition. The student must know what to do even if the radio fails.

If we are going to use the radio then we must do it properly or it can introduce confusion to a student where there was none before. This is what I meant when I said it could prove to be lethal.

There are many 'right ways' and even more 'wrong ways' to use the radio. I shall try to outline the principles of the 'right ways'.

Know how to use the radios properly.

Simple enough, but many people don't seem to know their own equipment.

- Set the squelch and volume levels correctly. We can't expect the student to adjust the radio in the air.
- Press the pressel switch and pause before speaking. If you press and speak at the same time the first part of the message can be lost.
- Do a radio check with the student before take-off. This is good time to check volume and that the student understands

the form of words to be used.

- Check that the antenna (aerial) is correctly fitted. At very close range the radio will probably still receive without an antenna.

Make sure everyone knows who the message is intended for.

Call-signs are widely used to avoid confusion by most regular users. This probably isn't appropriate for us because it would entail more training for the student and it's another thing the student could get wrong. It is probably better to stick to names. The instructor should start the message with the student's name and then pass the message e.g. "Kevin, turn left now." This is quite a simple message but a lot can go wrong. Make sure that the student knows left from right before take off. Make sure that if you are not directly behind the student that you mean what you say. Instructors facing the student have made mistakes.

The instructor should also ensure that he is talking to the right person. There have been occasions where the instructor has been mistakenly giving instruction to the wrong person because two people with the same colour glider took off in quick succession. To avoid this, where there is any possibility of confusion, ask the student to carry out a simple manoeuvre in order to establish visual contact.

Make sure the message gets through.

If reception is poor (either because of the conditions or because of the student) repeat the message e.g. "Kevin, Turn left, Turn left now" or "Kevin, Turn left now, Turn left now". It could even be "Kevin, Kevin, Turn left, Turn left now" etc. Only slight variations, but make sure the student knows what to expect. The reason that the Police, Army, RAF etc have set voice procedure is because it is easier to understand messages if the arrive in an expected format. "Kevin turn left" is definitely easier to understand than "OK then Kev it's probably about time that we started thinking about getting you to turn towards that yellowish bit".

There is also a well used mnemonic to help people remember how to 'speak' on the radio. This

is RSVP. This stands for:

- Rhythm:** Basically you should keep the rhythm of speech; do not stop and start during the message.
- Speed:** Keep an even speed; don't speed up and slow down during the message. Keep it slightly slower than normal speech.
- Volume:** Keep an even volume. If you need to increase the volume of your voice, do it progressively.
- Pitch:** Too low a pitch doesn't transmit well. Generally female voices are best on the radio. Gentlemen should pitch their voices a little higher to transmit on the radio

(Donald Duck voices are not good either!!).

In conclusion:

- Know the equipment
- Use a standard voice procedure agreed prior to launch
- Brief the task as though the radios didn't exist
- Test the equipment
- Check that the student understands task and radio procedures
- Keep it brief
- Keep It Simple!!

Colin Morley

ACCIDENT PANEL

Stainless steel flying wires

Some hang gliders have flying wires made from stainless steel; some have flying wires made from galvanised steel.

Stainless steel wires wear out in a limited time, and the manufacturers of gliders using these wires tell pilots to change them regularly (normally every year for a averagely flown wing).

Please, please ensure that all the pilots who you teach or coach know:

1. what sort of wires their gliders have
2. if they are stainless how often the manufacturer recommends replacement
3. that replacement within this time frame is a very, very good idea

And try and explain that stainless wires have a life span that does not depend on miss-use, that they show no signs of wear and that they will break after so many loading cycles and after so many years.

There is probably little need to explain too deeply what happens when they break.

[Galvanised last much longer, but don't resist corrosion as well.]

Dave Sollom

The Birds (A serious article from Clive Robinson about the feathered variety)

The free flying community are often, falsely, accused of damaging habitat and alarming birdlife. As we spend large amounts of cash and most of our leisure time attempting to emulate their mastery of the air, only the ill informed environmentalists have this false impression but there are plenty of them. However, as has been recently shown at Stanage Edge in Derbyshire, our presence can actually improve habitat, the Ring Ouzel benefiting from controlled scrub in the launch areas. We can improve our standing with environmentalists by being a little more active in observing our surroundings and taking note of what birdlife is present on our launch sites. So, with that in mind, I am appealing to those Association members who can recognise birds by their appearance and song to make a note of what they see and passing the information to me. From this information I can build a database that will be available to clubs whose sites may be threatened by the lack of knowledge of the 'green lobby'. What I need is the type of bird, numbers if possible, the site and the club controlling the site. The next time that you are waiting to launch, instead of just watching the birds to reveal thermals, watch the peregrines, the buzzards, the ravens and, in particu-

lar, the rarer birds to give ourselves a little ammunition with which to fight back.

Clive Robinson, National Sites Officer.
cliverob@aol.com

Mid-air collisions

The following article by Mat Grimes was written in response to the growing number of mid air collisions occurring. First published in spring 1999.

Teaching Lookout

Introduction

Pilot lookout is perhaps the most important aspect of flight safety not only whilst we are airborne but also before we take off and, on a busy landing area, after we have landed. Despite however it's obvious and important benefits to our safety and that of other air users do we as instructors emphasise this enough? How and when do we teach the lookout and what exactly do we teach the student to do? In this article I will try and answer these questions and address some of the more practical instructor techniques that can be employed to get these points across to the student.

When to start "looking out"

We all know that on the initial skims and low flights the most we can hope for from the majority of students is that they keep their feet down whilst airborne! Indeed for the majority of an EPC course we prevent a student from looking anywhere but ahead by using mirror bats to control their flights. This of course instils some degree of tunnel vision in the student that can only be avoided by using radios in place of mirror bats.

So assuming radios are not used the earliest we can practically expect to introduce the lookout is once the student begins higher flights involving the first tentative turns. I won't presume to put a number of hours instruction on when this great event occurs as we all know students will progress at different rates throughout the whole course. I will however stick my neck out and "guesstimate" that at perhaps 3 days we can introduce the lookout part of what we refer to as

the "scan" as detailed below.

The "Scan"

The RAF teaches thousands of Air Cadets to glide each year and to the best of my knowledge (which is limited!) their system of "Scanning" seems to be the most effective and easiest to teach as it is clear, concise and can be broken down into easily understandable chunks. They also expect 14 year olds to understand and use it!

The first part is the "Lookout" during which the pilot checks for other aircraft, then comes the "Attitude" when the speed and balance of the aircraft is checked and finally the "Instruments" checking the "big 3", airspeed indicator, altimeter and variometer. This process is abbreviated to the mental checklist of "Lookout, Attitude, Instruments" which the students repeats to himself as he flies around the circuit - we hope! This process we call the "Scan" and there follows an adapted version for use by paragliders broken down into the three stages but substituting Airspeed for Attitude.

Lookout

Look left and behind as far as possible. Whilst turning head forward look up and down through the horizon in a saw tooth motion until facing forward again.

Note: Avoid twisting body, move head only to prevent a weight shift turn.

Airspeed

With your head now facing forward, listen and feel what your airspeed is.

Note: This check should also include the student looking for his reference point ahead of him.

Instruments

Having checked heading and speed glance down to the vario checking height and sink/climb rate.

Note: Where no vario is available "eyeball mark I" is sufficient to see if the ground is rising up to you or falling away from you.

Continuing the "Scan"

Now of course the lookout should be repeated to the right and then back to "Airspeed" and then "Instruments" before of course the whole

process starts again. Once well practised the Scan will take about 15 seconds to complete both left and right side lookouts. With the eyes looking ahead for about half of this time.

Teaching Points

As I have already mentioned the "Lookout" will normally be the first part of the "Scan" taught with the other parts following once the student becomes proficient at the first. The hardest thing to gauge as an instructor is the effectiveness of the student's lookout. They will all "look" and swing their heads about but not many of them will actually "see". Therefore if you teach on sites adjacent to club sites why not get them to count how many paragliders are flying or if you're on your own there are cows or sheep in the next field. A test like this of course is not "cheat-proof" but with time it will help to train the eye and enforce the importance of scanning. The effectiveness of their "Airspeed" and "Instruments" checks can be assessed during the post flight debrief by questions such as "Were you fast or slow after take-off?" and "Was the sink constant during the flight?" which is a good teaching point in itself.

Turns and 360's

The Scan remains the same as in straight flight with the exception of the "Lookout". Before entering a turn the pilot should double check he is clear in the direction of the turn. So a left turn becomes Lookout Left, Airspeed, Instruments, Lookout Right, Airspeed, Instruments, Lookout Left, Turn.

Whilst maintaining the turn the Lookout should concentrate in the direction of the turn only and every 2 or 3 cycles of L.A.I. a check should be made in the other direction for aircraft approaching.

Conclusion

The RAF Air Cadets place great importance on the Scan as a pilot can derive all the information he needs from it to fly safely. It tells him where he is, where everyone else is and the condition of his aircraft. By using his sink rates, height and progress over the ground he can even predict where he will be over short periods of time; i.e. it encourages the pilot to think ahead.

Wouldn't we all like our students to look out more? After all it could be us that they end up flying into. How do you sell all this to the student? Just tell them to enjoy the view!

Matt Grimes

Technical Manual Amendments 07

Due to the introduction of the Student Training Record booklets the Technical Manual is currently undergoing extensive revision. These changes are to be introduced in stages, starting with the forthcoming batch of amendments (07). The most noticeable change to the manual is the removal of Section 3 Chapter 1. This chapter has been replaced with four new chapters into which the various Student Training Record booklets and accompanying Instructor Notes are to be inserted for reference. As the Parascending booklets are currently incomplete, they will be issued at a later date. Other information associated with training is contained in the new S3 C4. These amendments to the manual also bring the 'weak link' information up to date, as well as updated information for schools wishing to train abroad. Section 1 chapter 6 Disciplinary Procedures has also undergone thorough revision.

The changes to the Student Training Programme affect a large proportion of the Technical Manual, the majority of these changes have been introduced in amendment 07. However, several areas of the manual may contain redundant information much of which is currently being revised. If anyone is unsure of the accuracy of a particular part of the Technical Manual, they should contact a member of the Technical staff.

ADMIN (a four letter word in the book of most CFIs)

Membership Books.

Please note that only membership books issued by the office for use after April 2002 may be used. Books valid for last season ARE NOT VALID from April 2002. Please make an effort to fill the books in correctly and clearly. The office staff are still having problems deciphering some of the offerings sent in.

Also, please remember that the books must be sent in within 1 month of the first signature – whether the book is full or not (obviously if it's full before the month is up send it straight in).

Incident Report Forms

Report forms are generally well filled in by the sender though there is a significant amount that are not.

When filling in an incident report form please fill in ALL the possible fields. They are there for a reason and are important. Fill in the form clearly using block capitals (especially phone numbers and addresses) if necessary. This is important as the forms are reduced in size for circulation which can make them difficult to read.

When filling in the form remember that it is a rule of our insurance (and indeed nearly all insurance) that you do not admit liability. Admitting liability can be verbally but also in the form of words written in the incident report form. It is essential that you stick to nothing other than the facts when completing the form. Any form of analysis can be carried out over the telephone with a BHPA investigator if necessary.

NB. Admitting liability may invalidate your insurance.

If you are unsure about whether or not to send a form – send one in. If you were not directly involved in an incident you may still have valuable information. A common scenario is the one where 'eye witnesses' send in report forms that contain lots of info regarding the actual incident but forget a lot of the detail such as weather conditions etc. Though you may not have witnessed the actual incident you may be able to give essential information about the weather, others flying, general conditions etc.

INSURANCE MATTERS

3rd Party Insurance and Other People's Gliders.

Loaning a glider to another person, whether it's just as a bit of fun or to someone who might buy it, can have some hidden insurance problems if there is an accident. The BHPA's insurance (even though it's for damage to a third party through injury or to their property) does not cover this situation. The reason why is that our policy does not cover damage to a pilot's own aircraft, and here the definition of "own" is the one you happen to be flying/borrowing at the time because you are the pilot in command. A pilot in command can never claim off his liability insurers for damage he causes to his "own" aircraft. Therefore it doesn't matter who owns it in a proprietary sense, it matters who's flying it. However, even on a borrowed glider you would

still be covered for damage to third parties beyond the glider itself - as long as all other BHPA rules, regs and other insurance terms are complied with.

The reason stems from old anti-fraud clause inserted by insurers generally to prevent people getting together when one of them wants a new glider and concocting some damage and setting up a claim for replacement value. Unfortunately, the innocent suffer as a result of any measure to stop the fraudsters, for example when someone borrows a glider in good faith and crashes it after some negligent piloting, it's hard luck. So what can be done? Legally, the person who lent you the glider will expect to do so on condition that it is returned to him in the same state, so if you crash it he has a case against you for repairs or replacement, and you'd have to pay up. It wouldn't really matter if the crash wasn't

your fault, you are responsible for returning it in good condition. There are only a few choices: The first is to obtain equipment damage insurance. There are a handful of providers out there who cover this kind of thing but you may end up paying for a whole year's policy, and you'll have to check the small print to see if you're definitely covered on gliders that don't belong to you. Alternatively, a glider seller could get commercial insurance to cover the situation for a demo model if they contacted their agent. The seller could say charge a prospective buyer a small amount (redeemable on purchase for example) to set off the additional premium if any. In practice, it could be quite hard to get the required cover though. Insurers know that fly-

ing an unfamiliar aircraft is risky stuff to cover, but some may still do it. Out of fairness to someone you lend a glider to they should be warned that you'll look to them for any damage they cause (howsoever caused) to it and that their BHPA membership insurance doesn't cover it. This is not only to focus the mind and encourage care and responsibility, but it warns them of what to expect if things go wrong, and avoids them finding out the real bad-news situation when it's too late. Otherwise just be prepared to pay up if you crash someone else's wing!

Martin Heywood 9.5.02

COURSE DATES

Coach Courses	19/20	October
	9/10	November
	7/8	December
	11/12	January
	8/9	February
	8/9	March

If your club would be interested in hosting a Coach Course then contact Tony Mitchell at BHPA head office tel. 0116 2611322.

Instructor Courses 1-3 October Bisham Abbey

Senior Instructor Course 18/19 September Lilleshall

IT'S YOUR LETTERS, IT'S YOUR LETTERS...

Only one this time! Have you all given up? Is there nothing to moan about? No interesting stories?

Come on... you know you want to!

Gliders for New Club Pilots by Michel Carnet

When the DHV introduced their existing system of 5 ratings, there were no DHV 1 gliders for a while. Nova got the first one with the Philou. Therefore most manufacturers had a DHV 1-2 as their beginner glider. Schools have been selling such DHV 1-2 gliders even since.

However, for a couple of years now, every manufacturer has come out with a good DHV 1 glider. New technology and advance in design has made those beginner gliders very safe and yet very efficient. They are not "just training wings" or "trucks" with hopeless performance. They are ideal for beginners.

Also I assume the DHV change the goal posts as they go along, taking into account feedback from their test pilots and from accident statistics. We should not compare a DHV 1-2 glider of 5 years ago with one released today.

Then we have the problem of AFNOR vs. DHV. The 3 ratings of AFNOR are wider and accepted as "easier" to get. There have been several anomalies where a glider gets AFNOR standard but only DHV 2!

One of the problems is that nowadays, new members are surfing the net and getting too much contradicting data. Hopefully they would listen to their instructors or their association.

What I would hope the BHPA and instructors to tell newcomers is:

- Gliders with DHV 1 rating are perfectly suited as first gliders for CPs to leave the school environment.
- Gliders with DHV 1-2 rating are not ideal as first gliders WHICH IS WHY THEY FAILED TO GET DHV 1.
- Gliders with AFNOR Standard rating are also suited as first gliders unless they achieve a DHV 1-2 rating.
- It is a misconception that a DHV 1 glider will be "outgrown" within a few months.
- It is a misconception that a DHV 1 glider

cannot be flown cross-country.

- It is a misconception that a faster DHV 1-2 glider will allow to fly safely in stronger winds.

It is all about educating the ignorant (or over-informed) newcomers, for their protection. Obviously customers will buy what they want at the end.

In parallel, the BHPA could advise schools on what type of gliders they teach their students and what types of gliders they ought to sell as first gliders.

Finally, another problem with AFNOR vs. DHV. Sometimes a manufacturer gets AFNOR Standard then tries to get DHV 1 but end up modifying the glider to get such rating. In effect we end up with 2 models. The internet and the brochures say: AFNOR Standard and DHV1 but the model sold in the UK is probably the AFNOR version (cheaper without the DHV sticker).

Regards

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