Microlight Training

Newsletter *Winter 2013*

Introduction

Welcome to the winter edition of the BMAA Training Newsletter. This quarterly publication is aimed at Microlight Instructors and will provide useful information and insights to the ups and downs of microlight training. Remember that this is a two way channel and we welcome and encourage you to air your comments, ideas and thoughts via email, post or via the online instructor forum.

Training News

Instructor Examiner Guide Update

Microlight FE Authorisations and NPPL/PPL (A) M Renewals

The authorisation certificate for Microlight Flight Examiners used to have a clause that stated:

2. You are hereby authorised to sign Certificates for Revalidation and Renewal of the ratings specified in 1 (b); providing that in the case of a Renewal the period of lapse does not exceed 5 years.

The more recent authorisation certificate has a wording change and removes the 5 year limit:

2. The named person is authorised to sign Certificates of Test, Revalidation and Experience for the ratings specified in 1 (b).

The CAA has confirmed that the requirement for Microlight Class ratings lapsed by more than five years to be renewed by them has been removed. The Renewal Certificate can now be signed by a Microlight FE.

Guide Section 6.1 part 2.5 has been amended to reflect this change.

There also is a correction to the page numbering for Section 7.2.

Replacement pages can be downloaded from the following page on the BMAA web site.

http://www.bmaa.org/pwpcontrol.php?pwpID=11287

New Fees

During the recent AGM, there was an adjustment to the list of charges. Please find the new list on the website here. Remember that the NPPL application fee has been split into two parts. One part of £100 to the BMAA and the other £51 direct to the CAA. This is to help reduce costs in the long term.

Keep informed - Join the Instructor Forum

Hot Topics

Instructor Liability Insurance

There has been an increase in requests for the BMAA to purchase or provide a bulk buy option for instructor liability insurance. At present the training committee is looking into this and already has some positive leads, but to facilitate accurate quotations we need to get an idea of how many instructors are interested as well as the level of cover they would like. For a start, would you like £250,000, £500,000 or £1 million?

If we can get a consensus, we may be able to have a group scheme. At the very least, we will be able to point you at an insurer who will be familiar with your activities and exposure and can give you a personal quote. Therefore can any instructor who is interested please contact mike@flyingshack.com.

Time to Complete a Phase

During previous changes to the syllabus the recommended time to complete each phase was removed. However, some student pilot logbooks have been received with only one hour logged against exercises 1 through 9b. This can be understandable for a pilot with previous experience, but some of these logbooks are from ab-initio pilots who are obviously not getting enough time spent on the early exercises.

New licences

Some new NPPL licenses are being returned to the holder with errors. This does not become apparent until the flight examiner goes to sign of the revalidation page. If you have new licensees operating from your airfield then suggest to them that a check of the details in the licence is always a good idea, and make sure they have signed it!

Instructor Tests

Instructors that are valid on both types will subject to a proposed change in future policy. It has been put forwards that each instructor who has multiple type validity and teaches on all of these types will be required to revalidate on each type at least once in 3 tests basis. For example if you have just had an instructor test on 3 axis and the one before that was 3 axis then in order to continue teaching weightshift you must take your next test on weightshift.

FIE Feedback

Another thing possibly worth mentioning is the folly of doing something special or different for the test. This negates the whole point of the test, which is to look at how the instructor teaches his students. You know the sort of thing - they appear to be all uncomfortable and seem to struggle despite being very experienced. You then say "Wouldn't it be better to do it this way?" or possibly "The normal or accepted method would be....." and they then say "Oh that's what I normally do!" So you ask why they did it differently and they say something like "Oh I thought that's what you wanted.."

Help is at Hand

If you need advice, help or just have a general question/suggestion, then please feel free to email the training committee. The best way to stay in touch is via the Yahoo eGroup where we will constantly monitor 'posts' and reply as soon as we can. There is another forum on the BMAA site which was set up for this purpose but after some debate it was decided not to use this as the yahoo group seemed to have more facilities and be easier to use.

Logbooks and License Applications

When the BMAA receives License application forms along with student logbooks there are a number of common problems found. This article is written not to preach but to try to help cut down on the number of returned applications or phone calls from the BMAA. When sending in the paperwork for a license application please use the application checklist on the website. Listed below are some common mistakes.

Logbooks

1. An increasing number of logbooks are being presented which are simply unreadable or incredibly messy. It is our job as instructors to show our students how to fill in their logbooks properly and to check that all entries are filled in correctly. Please demonstrate to your students how to complete the log book accurately and tidily. Another good way of making sure their logbooks are kept in good order is to sign / initial each flight in the logbook.
2. All entries must have an exercise number.
3. All required exercises should be clearly recorded in the logbook.
4. Whilst in the syllabus, exercises 1, 2 and 11 are ground based exercises and as such need NOT be recorded in the logbook. At the present time our syllabus is under review and will change slightly. One change will be to reassign elements from exercise 1 and 2 to other flight exercises and to re jig the slow flight / stalling exercises.
5. When recording exercise 17B you should not record any other exercise numbers along with it since 17B in itself covers all solo exercises except solo Navigation which should be logged as Ex 18. For example do not record 17B, 12, 13 to show that your student has flown solo circuits. The correct entry is 17B only. 12 & 13 would indicate dual flight training.
6. There seems to be some misunderstanding as to the' holders operating capacity', when flying dual this should be Pilot Under Training (PUT) and the time entered in the dual or student column, when flying solo it should be Pilot in Command (P1) and the time entered in the Captain/P1 column. It is only Pilot in Command under Supervision (P1S) when completing a successful test in which case the time is entered in the Captain/P1 column and the examiner's name goes in as captain. If the test is unsuccessful their capacity is PUT and the time goes in the dual column. The entry is never P2. If in doubt look in the Instructor and Examiner guide.
7. Make sure the student's name and correct address are entered in the front of the logbook.
8. There are some cases where Group A syllabus numbering has been used, for example Ex 6A and 6B, please make sure that all exercise numbering is in accordance with the BMAA syllabus.

Medical Forms

1. Please remember that before a student goes solo it is the instructors responsibility to check the medical has been filled in correctly and is valid.
2. Make sure the medical form has the correct box ticked, i.e. Group 1 or 2 but not both. Quite often the doctor ticks the wrong box and people are unaware they cannot carry passengers!
3. Make sure the expiry date on the form is filled in.
4. Make sure that the 'Date of last medical' in section 3 of the application form is filled in.
5. Make sure that if the declaration runs onto two pages that both are sent in with the application.

Other mistakes

1. Remember to make cheques payable to Civil Aviation Authority and not CAA.
2. Make sure exams are filled in with correct set numbers and are individually signed for.
3. Remember to send separate payment to the BMAA and CAA as per the fees and charges on the BMAA website.

In summary, I know we are flying instructors and therefore by default we hate filling in forms but perhaps if we all spent just a bit longer checking the paperwork before submitting it there would be less mistakes.

Safety First

All Trim and Proper – Here is an analysis of the factors surrounding Autumn Newsletter's article.

1. In terms of the accident itself, the cause was primarily Bill's failure to set the trim correctly, resulting in the aircraft adopting a nose-down tendency as it picked up airspeed and the control surfaces became effective.
2. However, the mis-set trim could have been overcome had Bill responded correctly on takeoff and had he flown the aircraft, rather than allowing the aircraft to fly him back to the ground.
3. Further, had Bill realised that something was wrong, he could have throttled back immediately and set the aircraft back on the ground, abandoning the takeoff and potentially minimising any porpoising tendency. As the aircraft slowed, so the trim would have become less effective and Bill should have been able to control the aircraft.
4. Behind the immediate causes, the underlying cause was primarily that of a human performance problem. Bill was motivated – some might say desperate – to achieve his goal, to the extent that he failed to admit to himself and his instructor that he was unwell. The distraction of pain, as well well as his underlying growing concern for his medical condition, undoubtedly led to him not being thorough with his pre takeoff checks. Further, his condition may have dulled his recognition and response when the aircraft became airborne.
5. Bill should have been appraised of the need to objectively assess and to self-certify his fitness to fly.
6. It was also unfortunate that Bill did not get to fly with his regular instructor prior to his solo cross-country attempt. Student records and a quick chat between instructors might hit the nail on the head, but there is no substitute for using the same instructor to address a specific problem that has arisen previously – unless it is one for which the current instructor feels he needs a second opinion on.
7. Further, the training syllabus should have included some specific exercises to test Bill's reaction to unusual situations. For example, during circuit training, purposely mis-setting the trim and checking the pupil's reaction, as well as creating bounce/balloon scenarios requiring positive action by the student, may have prepared Bill for the unusual situation that he found himself in. We cannot predict every situation, but this particular incident may prompt a reappraisal of training scenarios that could be set up both in the circuit and/or at higher levels, to test pupils' reactions and decision-making.

Here is our new article to provoke discussion on the forum between instructors. We invite people to openly discuss ideas/responses on the Yahoo eGroup or email them directly to the editor which can be included in the next edition....

'Twas the Flight before Christmas,

"and all through the house, not a creature was stirring, not even a..."

...Pete laughed to himself as crept down the stairs in the early dawn and tried to find a new rhyming word. The Flight before Christmas was Pete's little tradition. To finish work early on Xmas Eve and grab a quick trip from his club's little grass strip was a delight to be savoured before settling into the festivities with his family. However, work had to be done, and done it was by 11.30 a.m. that Christmas Eve. The staff, including Pete, sloped off to the local hostelry for lunchtime drinks before sloping off home, but Pete excused himself early in order to get to the strip before the day got too late. He'd been just a little bit naughty, allowing himself a pint of shandy, but he figured it would be well watered down and he'd not been affected on previous years – it wasn't as if he'd done it on a regular basis. Anyway, no-one would be around at the strip today...

Arriving at the strip, Pete tut-tutted at the rather muddy state of the field. The winter had so far been wet and on the warm side, and his 912-powered taildragger was not its usual pristine self, indeed it looked pretty grubby, especially the lower surfaces of the wing. The spats on the main wheels too, they looked pretty grubby and Pete made a mental note to get the bucket and cloth out after Xmas to give her a good spruce up. It was just that work and time got in the way when the

days were short in the winter and he'd been a bit remiss recently. But the day – or what was left of it – looked too good to miss. The air was clear and calm and a stunning afternoon sunset beckoned if he could get a move on and get airborne.

20 minutes later, he had completed his preflight checks and was warming the 912 down at the hold. He'd nearly reached the requisite 50 degrees so he lined up and gunned the throttle, delighting in the acceleration, though it seemed a little slower today, almost as if the brakes were half on... hmmm, must check the callipers when we get down again... but the 600 metre strip yielded to the power of a one-up, lightly loaded microlight and up she soared, hitting 1200 feet a minute in the climb... nothing wrong with that, then.

Aware of the time, but wanting to see the full beauty of a big sky sunset, Pete kept the climb going, up to 3500 feet. What a magnificent view,,, something to treasure tonight over a brandy by the Xmas tree. But already he could see the mists starting to form in the river valley and the light fading, so Down We Must Go, back to the strip. With the engine idling away, Pete was lost in the reverie of the view, marvelling at the magnific... hmmm, that idling engine sounds a bit rough. Strange, the water coolant should be keeping the carburettor warm? Pete opened up the throttle, to be met with …. not very much actually. The propeller continued to windmill calmly, the aircraft descending peacefully in its glide, now passing 1500 feet. Carb Ice? How could that be?

A small stab of fear was followed by some decisive action on Pete's part. Logic kicked in... best glide speed? Yes. Trimmed? Yes. Right, a field... oh good, Pludd's Farm strip nicely in reach below, no need to consider the awfulness of a forced landing in a strange boggy field then. Wind calm too, so no problem with the direction and this strip was a decent length too. OK, let's get the constant rate approach going, just as taught... 1000 feet now, coming in nicely in a graceful, sweeping curve. Pete suddenly realised that he'd missed a few actions (and indeed, he'd not even switched his radio on) but by now was not overly concerned, concentrating on the mandatory landing that was now imminent. He was almost starting to enjoy the approach as he'd got it just right, taking a bit of pride in neatly sideslipping off a few hundred feet before centralising and rounding out 50 metres into the airstrip.

Two things happened almost simultaneously as the taildragger rounded out and touched down – for a brief instant the aircraft seemed to have its brakes on full as it pitched forward, with Pete pulling back hard to prevent the nose-over. But to no avail as the engine roared into life with the nose now pointing firmly at the deck. A cacophony of power and splintering, somersaulting structure and then silence.

As Pete slowly regained his senses he was aware that he was upside down, with grass and mud in his face and his mind started racing. Here he was, a mile away from any habitation, out of sight and mind to all others, upside down and potentially trapped. And then the strangest sight met his eyes. Looming out of the dusk, an upside down image of two horses and a wheeled sleigh, resplendent with Father Christmas and two elves, galloping down the field towards him. Was he hallucinating, was he...

..."C'mon lads, lift on the count of three" he heard, as father Christmas, aka Farmer Pludd, dressed to the nines for his annual Christmas Eve charity run, led his team of elves into action, righting the aircraft and cheering as they realised the trapped incumbent was alive and well. Ridiculously, another song came into his head as they released him from the harness, thankfulness and relief flooding into his brain...

"Santa Claus is coming to town...."

Lessons Learnt

Are we being imaginative enough?

In the autumn edition of the newsletter we asked instructors to come up with some suggestions as to how we might best teach the "difficult" student described in Student Profile No. 1. We didn't get a lot of responses! Every school out there must have had its fair share of students like this – so perhaps the lack of ideas suggests that we all share the same frustrations? Before coming up with a few suggestions, here's a reminder of the student profile:

Student profile No. 1

A male in his mid sixties has been training for about 3 years. He still works and is fairly sharp. He only has lessons on a Saturday and consequently misses quite a few due to weather. His general handling skills are fine, but his performance in circuit is poor. He struggles to line up with the runway and/or with the final stage of the landing and is slow to respond to what happens, sometimes seeming unaware of the situation. By the end of most lessons there is an improvement, but this is not carried forward to the next lesson. Taking him out of circuit, navigation exercises and out-landings have kept him motivated, but he is no closer to going solo than he was 18 months ago. He has, at some point, flown with each of the 3 instructors at the school in the hope that a different emphasis or style might help something click, but to no avail. He is a lovely person and is still keen to learn.

The student's age is clearly against him, but shouldn't be prohibitive - plenty of elderly students progress to gaining an NPPL. The infrequency of this particular student's lessons is also hindering his progress. Maybe the following would help?

- Get him to write things down: Most students forget much of what they are taught, but in the case of a genuinely bad memory it often helps if the student makes his own notes. Although this makes for a long briefing, it is more productive than handing the student pre-written notes as the act of writing can aid memory. The student should undertake to review his notes several times before the next lesson.

- Get him to visualise the actions: If the student can sit at home holding out a broom handle (yes, only for flexwing!) going through the actions of e.g. climbing, coming level, descending and coming level again, it helps make the sequence more instinctive. But we can't just expect the student to do this without any help; we need to sit there with him after the lesson while he practices, helping him consolidate the actions in his head. If the student is struggling with the circuit we can get him to imagine he is in each phase of the circuit, describing to us where he is looking (e.g. the intended touchdown point rather than the numbers, and the far end of runway when turning onto final etc.) and what he is going to do next. When we are happy that his notes are correct and that he understands the actions, he can be instructed to spend time at home visualising each step, imagining that he is carrying out the actions.

- Have a practical lesson on the ground: when I was a student I once had an instructor who, on an occasion when the weather was not good enough to fly, had a plank on the ground with numbers and touchdown point pained on it. We walked around the "circuit" and he asked me to tell him where I was looking and what I was doing and anticipating as we went round. Sounds a little odd, but it actually helped much more than looking at a diagram would have done! Besides which, if someone really isn't progressing there's nothing to loose!

- Look at the task of helping the "difficult" student as a personal challenge rather than a chore! It is so much more satisfying to help a low ability student to achieve than one who picks things up very quickly from the outset. Of course there are some students who, for one reason or

another, are probably never going to go solo, and we owe it to them to be honest. However, this should be very last resort and should be because we genuinely believe they are incapable of achieving, not simply because we are frustrated and fed-up teaching them!

Any more ideas and tips? It would be great if you could share your experiences on the instructor forum.

Here is the second “difficult student” profile. Again, we’d like to hear your ideas and suggestions – either on the forum or by e-mail to the editor.

Student Profile No. 2

A female in her mid fifties has been training for about 4 years. She started at one school then had a gap before resuming training at another. She is intelligent and works full time. She is very conscientious and methodical, does her checks perfectly, knows the briefing notes and is a neat and accurate pilot……but she is frightened of landing. On the approach she becomes very nervous and squeals as the ground approaches. We have tried doing go-arounds with her, getting gradually lower, which has helped to a point, but she is still a long way from solo. She is very under-confident and self-critical despite being very good in most respects. How can we help her?

Technical

Sir, so why does that wind go right anyway?

So, what is he on about?? Oh, yes, he means why does the gradient wind flowing from HIGH to LOW have an apparent turn to the right and flow anticlockwise around a LOW and clockwise around a HIGH in the northern hemisphere. "The Coriolis Effect"

Yes, this is the question that causes most instructors on test to have that sinking feeling. Rather than waffling on for pages about the Coriolis Effect, I found some great videos on the net which explains it very well. It's just a shame that I can't get that kid's 'merry go round' into the briefing room!

Corriolis Video 1 (check out the merry go round at time 4:47)
Corriolis Video 2 (this might be easier to explain in the briefing room)

The next technical article will be produced by a FIE based on your requested subjects, so please keep your requests coming in!

What's on

Instructor Workshops

As in previous winters, Deepak Mahajan is organising several Instructor Workshops at Damyns Hall for the benefit of Microlight Instructors; with the aim of:-

* Practice of presenting Pre-Flight Briefings
* Presentation of in-depth Lecture on chosen subjects
* working with a small group of Instructors for feed back
* watching other Instructors and learning
* watching other instructors and improving one's own skills
* exchanging views and ideas on how to deal with the variety of student levels
* practical tips on how to teach on various specific types of microlight aircraft
* how to prepare for a revalidation of instructor rating test
* and many other practical instruction issues that one cannot learn in isolation

In the previous 8 workshops held at Damyns Hall Aerodrome, all those who attended and participated have said they benefited by participating in these workshops.

These sessions will be useful for all AFI and FI.

These workshops will also help those who are planning to become flight instructors or are attending an Instructor Course.

FIC and FIE are also invited to participate.

The cost per person is ABSOLUTELY FREE!! The advantages of participating are priceless!!

The venue is Damyns Hall Aerodrome and the dates are as follows:-

January 2014 Saturday 11 - Sunday 12 from 1600 to 2100 on both days

January 2014 Saturday 18 - Sunday 19 from 1600 to 2100 on both days

February 2014 Saturday 8 - Sunday 9 from 1600 to 2100 on both days.

Please email londonairsports@hotmail.co.uk to confirm your attendance on particular dates.

Instructor Seminar – 25th February 2014 – Sywell

We hope that as many of you as possible will be able to attend the Instructor Seminar. If you have any questions that you want bringing up then please email them to the editor or alternatively you can send them in anonymously via post to the BMAA office or just put them in to the question bucket at the seminar upon arrival. A blank question form can be found at the end of this publication. Those who wish to join us on the evening of Monday 24th for a drink and catch-up will be very welcome.

Approximate Agenda

10:00	BMAA Introduction and News
10:45	Keynote Speaker
11:30	Coffee Break
12:00	Role Play Exercise 14
13:00	Lunch
14:00	Bucket (Q&A)
15:00	Licence Application Faults
15:15	Coffee Break
15:45	AOB / Open Floor
17:00	End

Final Matters

Next Issue

The next issue of 'Microlight Training' will be published in March 2014. If you have any questions, ideas or an article you would like publishing then please do not hesitate to contact me directly at editor@microlighttraining.co.uk

Links:

BMAA Instructor eGroup	http://bit.ly/InstGroup
BMAA Knowledge Base	http://faq.microlighttraining.co.uk
Current Fees and Charges	http://bmaa.org/files/appendix_a_2013_issue_1.pdf
NPPL Application Checklists	http://www.bmaa.org/pwpcontrol.php?pwpID=10317

Question Form

To be returned to :

Seminar Questions
The BMAA
Bullring
Deddington
OX15 0TT

Alternatively please bring your question with you and place it in the question bucket during the morning.

Name (optional)	
Position (AFI, FI, FE etc)	
Topic (please keep it training oriented)	
Question:	