



Instructor Assessment Standards

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Record of Revisions

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Revision 1.3	25 August 2023	Broken link for <i>Learning Theory</i> document remedied

Note: The numbering system in this document is deliberately aligned with the numbering used in the Assessment Matrix. To preserve this relationship the introductory material appears in the *Notes and References* section at the end.

List of Abbreviations

A-Cat	Category A Gliding Instructor
AGL	Above Ground Level (in reference to height)
AoA	Angle of Attack - of a wing relative to the oncoming airflow
B-Cat	Category B Gliding Instructor
BGA	British Gliding Association
C-Cat	Category C Gliding Instructor
CAA	Civil Aviation Authority of New Zealand
CAR	Civil Aviation Rule
CFI	Chief Flying Instructor
FAI	Fédération Aéronautique Internationale - world governing body for air sports
FM	Flight Manual - as issued by the aircraft manufacturer
GFA	Gliding Federation of Australia
GNZ	Gliding New Zealand Incorporated
IAS	Instructor Assessment Standards (this document)
ISM	Instructor Support Manual - for teaching airborne exercises
IT	Instructor Trainer
ITP	Instructor Training Program (comprising IAS plus other supporting material)
MOAP	Gliding NZ Manual of Approved Procedures
PIT	Principal Instructor Trainer - responsible for the training of a particular instructor
PPL(G)	Private Pilot Licence (Glider) - aviation document issued by CAA upon application
PTP	Pilot Training Program - support material hosted at training.gliding.co.nz
PTR	Pilot Training Record of Progress - located in the PTP
SA	Situational Awareness
TAS	True Air Speed (will be faster than IAS at higher altitudes)
XCP	Cross Country Pilot (proficiency standard required to apply for PPL-G)

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1 Document and Technical Knowledge (Knowing)

References: GNZ Pilot Training Program as far as XCP, Gliding NZ MOAP, NZ Civil Aviation Laws and Rules applicable to gliders and gliding, Aircraft Flight Manuals.

	C-Cat Instructor Standard	B-Cat Instructor Standard	A-Cat Instructor Standard
1.1	Understands and is able to apply Learning Theory in the gliding environment. Identifies the trainee's learning styles and level of understanding and adapts the briefing to match.	In addition is able to explain or demonstrate a given concept that caters for audio, visual, read/write and kinesthetic learning styles - plus different levels of prior knowledge.	Exhibits a broad knowledge and skill set around Learning Theory and teaching methods, and has developed a collection of well-prepared teaching materials.
1.2	Competently accesses and navigates around the on-line <i>Pilot Training Program</i> and the ITP assessment and support material. Is able to correctly describe the meaning of - and pass criteria for - each item on the "To Solo Pilot" <i>Record of Progress</i> list.	In addition, accurately and correctly describes the meaning of, and pass criteria for, each item on the "To Soaring Pilot" and "To XCP" <i>Record of Progress</i> list, and demonstrates the ability to assess a candidate against these criteria.	In addition, demonstrates a thorough understanding of the <i>Instructor Training Program</i> and has sufficient knowledge of instructor training standards to assess the knowledge, capability and performance of instructors under training.
1.3	Demonstrates accurate knowledge of Gliding NZ MOAP (Parts 1 and 2) plus familiarity with GNZ Advisory Circulars and Safety Bulletins - as published on the Gliding NZ web site.	In addition demonstrates a good working knowledge of NZ Civil Aviation Rules, particularly Parts 91 and 104, by correctly answering questions related to these rules.	In addition demonstrates a working knowledge of MOAP Part 3 (Airworthiness), plus Civil Aviation Rules Parts 1, 12 and 43, by correctly answering questions related to these rules.
1.4	Demonstrates accurate knowledge of the glider used for training, including the Flight Manual, assessment of weight and balance, user maintenance allowed, limitations on battery power.	In addition is able to identify and describe known operational issues and limitations on gliders used for training, such as radio, transponder, variometer and GPS display settings.	In addition correctly answers questions relating to the Tech-22 glider maintenance program and the rules around continuing airworthiness, including inspection after abnormal flight loads.
1.5	Is able to apply a good level of understanding of the XCP Study Topics: Human Factors, Aviation Law, Meteorology, Air Navigation and Glider Technical Knowledge.	Is able to apply the knowledge of the XCP Study Topics to give an effective and accurate 30-minute talk or seminar on any two of these topics, highlighting the important elements in each.	Is able to apply the knowledge of the content of all five XCP Study Topics, and is able to speak lucidly and in depth for 60 minutes on each topic, including answering any questions.

1.1 Learning Theory, Styles of Learning

1.1.1 Learning Theory

An excellent presentation on *Learning Theory* as it applies to gliding has been published by Discover Soaring in Australia, and is available [here](#). Disregard the first 4 pages as they are specific to Australia. There is further material on the NZ CAA web site [here](#).

Key points to note are the law of primacy, the use of praise and encouragement, and the fact that adults - both young and old - learn quite differently from children. For example, adult learners resist learning when you impose information, ideas or actions upon them. Your role is to motivate and facilitate self-directed and responsible learning.

One way to do this is to lead the trainee into a mood of enquiry before supplying them with too many facts. This is in sharp contrast to the I-know-it-all-and-I'm-telling-you style that some instructors feel they must adopt to be effective teachers.

There is a short course for power instructors in NZ which all glider instructors could consider attending.

1.1.2 Laws of Learning

The *Law of Primacy* recognises that things learned first create a strong impression, so what is taught first must be right-first-time. There are a number of elements in the PTP to which this law applies, including the need to always look out even while trying to learn something else.

The *Law of Repetition* states that what is most repeated is most likely to be remembered, and that a trainee will not learn a complex task or skill in a single lesson. This is the reason for the consolidation exercises.

The *Law of Effect* describes how learning takes place most effectively when the experience is pleasant and satisfying. This means that applying pressure to a trainee, or causing them to be startled or overloaded, is not an effective way to train a new pilot.

The *Law of Recency* states that things learned most recently are the things most easily remembered. This law underlies the requirements for currency, because humans forget stuff quite quickly - even important stuff.

Styles of Learning

Not every person learns in the same way, and a different approach may be called for if a trainee pilot is struggling to make progress. There are a number of different models for how people most easily receive and digest information. One common model identifies these styles:

- Visual - understands picture and diagrams
- Auditory - learns by hearing things, including words, sounds and noises
- Read & Write - learns well by reading books and taking notes for later review
- Kinesthetic - hands on experience - learns by remembering what it feels like

A good instructor will be aware of their own favourite learning styles, and also be attuned to the preferred learning style of the trainee and be prepared to adapt every lesson or explanation to suit.

1.1.3 Principles of Flight Instruction

For a lesson to be effective it needs to build on what the trainee already knows, and then extend into an area yet to be experienced. This means that the instructor must be able to quickly assess the trainee's current stage of learning and plan a lesson which consolidates and extends.

Prior preparation by the trainee (such as by studying the PTP), and a concise briefing from the instructor on the ground prior to flight, will go a long way to making the flying lesson more effective.

1.1.4 Structure of a Flying Lesson

1. *Ground Briefing:* Review the exercise away from the glider and check that the trainee understands the basic principles involved. Also, clarify the form the exercise will take and what will count as a pass.

2. *Pre-Launch Brief:* This is a short reminder, immediately prior to launch, of what the exercise is, when control will be handed over, and what the trainee will be expected to do.

3. *Air Exercises:* The first step is to demonstrate the exercise yourself, perhaps with the trainee following through on the controls. Note that for some demonstrations (e.g. first stall, first spin) the trainee must have their hands and feet off the controls.

The second step is to hand over control and let the trainee have a go. Do not talk at this stage - the trainee will find it very difficult to listen to you and perform the exercise at the same time.

The third step is to take back control (so the trainee can listen with full attention) and provide feedback and guidance. Then hand back control and let the trainee practice some more. The more time the trainee has on the controls the better.

4. *Post-flight Debriefing:* The trainee should be debriefed as soon as practicable after the flight, and in a place that is quiet and with minimal distractions. Offer encouragement before any analysis and criticism. Help the trainee to clarify what worked and what did not. Your final remarks should always be positive.

5. *Documentation:* This is best done straight after the flight (or flights) rather than at end of day. Some exercises may get signed off. Others may need further practice. Encourage the trainee to prepare in advance for the next training day.

1.2 Gliding NZ Pilot and Instructor Training Programs (PTP and ITP)

1.2.1 Picking Up from the Previous Instructor

At most gliding clubs a trainee glider pilot will fly with a different instructor on each visit to the flying field. For this process to work effectively every gliding instructor needs to follow the prescribed training program, and assess every training exercise to the same standard. The pass criteria for each training exercise is specified in the PTP, and instructors should refer to these criteria when assessing a trainee pilot.

1.2.2 Pilot Training Program: C-Cat

A Category C Gliding Instructor needs to thoroughly know the content of the *To Solo Pilot* section of the PTP before attempting to teach or assess a trainee pilot. In addition the support material provided for instructors should be used as a reference to help identify common problem areas and how to resolve them. The PTP is on-line at training.gliding.co.nz.

1.2.3 Pilot Training Program: B-Cat

A Category B Gliding Instructor is required to thoroughly know and understand the Pilot Training Program through to the *Cross Country Pilot* certificate.

1.2.4 Instructor Training Program: A-Cat

A Category A Gliding Instructor is required, in addition to the above, to fully understand the entire Instructor Training Program, including the Assessment Standards (this document) and the associated support material.

1.3 Procedures and Rules (MOAP and CAR's)

1.3.1 *Gliding NZ MOAP*

A gliding instructor is required to have a thorough knowledge of the Gliding NZ Manual of Approved Procedures (Parts 1 and 2) and be familiar with the suite of Advisory Circulars and other supporting documents hosted on the GNZ web site. The MOAP includes a brief summary of the Civil Aviation Rules that apply most directly to gliding.

1.3.2 *Civil Aviation Rules*

A gliding instructor is required - in addition to the above - to develop a working knowledge of the Civil Aviation Rules that apply to the operation and airworthiness of gliders and powered gliders. Refer to the *Aviation Law Study Guide* in the "To XCP" section of the PTP for a list of the most relevant CAA rules.

1.3.3 *Logbook Endorsements*

An endorsement must include the name, signature and date of the certifying instructor to be valid. In some instances (e.g. passenger rating) very precise wording is required. The appropriate wording is provided in the PTP under *Logbook Endorsements*.

As an instructor you must have that particular endorsement in your own logbook (e.g. Launch by Winch, Double Aerotow) before you can issue it to a pilot. The only exception is aerobatic flight ratings, which can only be issued by an aerobatics instructor with the appropriate rating. For more information refer to GNZ Advisory Circular [AC 2-06 Aerobatic Flight in Gliders](#).

1.4 Glider Technical Knowledge

1.4.1 *Daily Inspection*

A gliding instructor must be well practised with these inspections. The key is to convey to the trainee pilot how to perform them thoroughly, and what to look for on specific aircraft. Refer to Gliding NZ [AC 3-01 Glider Daily Inspection](#) for the GNZ inspection schedule and the oral test questions included therein.

Certain documents must be carried in the glider on every flight. The manufacturer's Flight Manual may be left out of the aircraft provided it is available for pre-flight planning, and that all essential information for flight is placarded in the aircraft (Ref CAA Part 104.9).

When connecting controls the access hatch in modern gliders is small and getting two hands in can be difficult. It's usually dark inside and not easy to see what you've done, or even to do it right in the first place. In such cases check using a smart-phone torch or similar. L'Hotellier connectors, for example, are clever devices, but it is possible to half-connect them. They may look satisfactory until a force is applied, whereupon they may pop apart and disconnect. This is not something you want to have happen in flight, so make sure the connection method is followed diligently.

1.4.2 *Glider Annual Inspection and Maintenance*

Gliding NZ has a generic maintenance program called Tech-22 for use by the GNZ Engineer. The check list is available as [Tech-22 Maintenance Schedule for Gliders and Powered Gliders](#). Gliding NZ [AC 3-16 Notes on Use of Tech-22](#) provides guidance on the meaning of each item on the check list. Also refer to MOAP Appendix 3-C on maintenance which can be performed by the owner or operator if not a glider engineer.

1.4.3 *Abnormal Loads Inspection*

The Tech-22 schedule includes an inspection check-list to be applied after any glider has been subjected to abnormal loads and before further flight. This requirement applies to a heavy landing, gear-up landing, ground loop or severe in-flight load (such as overspeed, flutter, tail-slide or high-G pull-out combined with aileron deflection or airbrakes open).

1.5 Five Examination Subjects for XCP Certificate

There are five Study Guides and associated sample exam papers located in the XCP section of the *Pilot Training Program*. Instructors need to become familiar with the content of these Study Guides, and know how to obtain and administer the examinations.

Note that the exam questions and answer sheets must be kept confidential so they can be used with other trainee pilots. The Regional Operations Officers can supply electronic copies of the exam questions and answers.

B-Cat and A-Cat instructors need to be able to teach this material in classroom lectures or seminars. Refer to the Assessment Matrix for the standards required.

2 Instructional Technique and Communication Skills (Teaching)

Able to effectively listen, question, probe, teach, coach and motivate trainee pilots (C- and B-Cat) and instructors (A-Cat) during briefing and debriefing sessions.

	C-Cat Instructor Standard	B-Cat Instructor Standard	A-Cat Instructor Standard
2.1	Accurately assesses the trainee's current capability, currency and skill level from their previous lessons by studying their logbook, asking questions and talking with other instructors.	In addition, accurately identifies any skill or knowledge gaps - then plans a flying lesson which consolidates and builds on the trainee's existing knowledge and capability.	Accurately assesses the current development of a trainee pilot or instructor and effectively builds upon and adds to existing knowledge and skills in an appropriate and efficient manner.
2.2	Closely follows the language, concepts and guidance of the PTP when conducting a briefing or debriefing. Encourages trainee pilots to use the PTP material to review their flying lessons and prepare for the next one.	In addition, is alert to gaps in understanding or application of the PTP, such as failure to apply check lists thoroughly, or adopting too narrow a focus instead of maintaining a broad situational awareness.	In addition has developed an articulate and precise style of communication which makes it very easy for trainees to understand and absorb the concepts required by a pilot or instructor.
2.3	Able to give an accurate 10-minute classroom briefing on any topic in the "To Solo Pilot" section. Speaks clearly and concisely, focuses on the main points, makes effective use of whiteboard, slides, diagrams and pictures as appropriate.	Able to give an accurate 15-minute classroom briefing on any topic up to "Soaring Pilot". Briefing is concise and keeps the audience engaged. Appropriately adapts the presentation to the learning style of the audience as far as practicable.	Able to give an accurate 20-minute briefing on any topic up to "Cross-Country Pilot" and beyond. Tunes in to trainee's level of comprehension, and uses questions and discussion to achieve a stimulating and comprehensive coverage.
2.4	Provides a fair and accurate assessment of a flying lesson after landing. Selects a suitable time and place for a debrief. Provides direction and encouragement to trainees.	In addition, and where appropriate, facilitates trainees to find their own answers by guiding them - while continuing to provide support and coaching whenever appropriate.	Provides a fair and accurate assessment of an instructor's ability to teach, train, coach and motivate. Able to utilise models of effective instruction and learning where appropriate.
2.5	Locates and administers the "oral questions" sections in the PTP, and assesses the responses offered by the trainee pilot as being correct or not. Ref GNZ AC 2-03.	Able to access the "Responsibilities of PIC" section in the PTP, along with reference back to MOAP Part 2 Section 2-2. Correctly identifies that this brief is required straight after a trainee's first solo flight.	Facilitates instructor development by forming supportive relationships with new instructors, keeping in contact with them and mentoring their progress as laid out in the ITP.

2.1 Assessing the Trainee's Current Skill and Knowledge

2.1.1 Reading a Logbook

Careful comments by the instructor can guide the next instructor and maintain continuity of training. Every instructor should therefore insist that a trainee pilot's logbook is kept up to date and accurate. Also emphasise the legal nature of the logbook record.

Reinforce that the logbook entry should be made immediately after the flight or series of flights, and do this yourself. The comments will last the life of the logbook, so always avoid sharp or critical remarks.

2.1.2 Asking Questions

Review the different types of questions under *Learning Theory* and practice using them to quickly determine where a trainee is up to and what can usefully be demonstrated or assessed on the next training flight. Other instructors can provide useful information to make future lessons more effective.

2.1.3 Training on Consecutive Days

Having the same instructor train the same pilot over several consecutive days is extremely effective and satisfying in part because the instructor knows exactly where each trainee is up to and can plan lessons and exercises to maximum effect.

2.2 Correct Use of Language and Concepts

2.2.1 Use of Standard Aviation Terminology

A C-Cat instructor must be able to brief a trainee pilot on every aspect of the *To Solo* section of the PTP. Such briefing needs to be in plain language so that the trainee can easily understand the key points, and done concisely without being long-winded. It would be based on the support material provided in the PTP. Correct aviation terminology should be used where possible, but always ensure that the meaning is clear.

2.2.2 Giving Clear Explanations

For instructors who have difficulty finding suitable words, or being brief with their descriptions, a video of standard phrases for some basic exercises is available [here](#). The audio file can be down-loaded from the [BGA web site](#) (scroll to the bottom of the page). It can be transferred onto a smart-phone and played over and over until the "patter" and terminology become familiar. There is a corresponding text file [here](#).

2.3 Concise Classroom Briefing

2.3.1 Short Briefing

In general a short briefing requires much more preparation than a longer one, because all your time needs to be used effectively. The second point is that you need to understand your subject well to give a short briefing that is clearly understood by your audience and covers all the main points without digressing into minor details.

2.3.2 Listening Skills

It's far more effective to let trainees figure things out for themselves than leap in quickly with your corrective advice. The way to do this is to ask questions and listen carefully to the answers. The term "instructor" should not imply that the best or only method of teaching is by way of giving instructions. On the other hand, when asked a direct question then by all means give an honest answer - one that is appropriate to the level of understanding of the trainee.

2.4 Assessment of Flying Skills

2.4.1 Debriefing After Flight

Blunt criticism is hardly ever useful. It's always better to offer praise and recognition for something done well before launching into a detailed critique. It's also important to ensure the trainee remains motivated and encouraged without settling for anything less than the required standard. Refer to the [Learning Theory](#) paper for a deeper exploration of this topic.

2.4.2 Appropriate Use of Prompting

Care needs to be taken as an instructor not to talk too much. A trainee may find it difficult to perform the exercise and listen to the instructor at the same time, so remain silent as much as possible while in flight. The same goes for prompting - less is better - otherwise you might unintentionally teach the trainee pilot to play "Simon says, do this!" rather than teaching them how to fly the aircraft using their own judgement.

Consider these four styles of prompting by the Instructor. In this example the trainee pilot has control, but has allowed the speed to reduce during the first part of the circuit:

Command Prompt:	"Move the Stick Forward!"
Direct Prompt:	"Lower the Nose!"
Quiet Prompt:	"How's the Airspeed?"
Silent Prompt:	<say nothing>

The fourth type of prompt is reputed to be highly effective.

2.5 Oral Questioning Technique

2.5.1 Four Types of Oral Questions

There are at least four different types of oral question:

- Closed questions - questions with a simple *Yes* or *No* answer
- Open questions - questions that start with *what?* *why?* *how?* *when?* *where?* *which?*
- Reflective questions - these reflect back what the other person said, to reinforce understanding
- Hypothetical questions - these test an idea or scenario, typically "If . . . then . . .?"

2.5.2 Administering Oral Questions from PTP

These questions are drawn from the list in [GNZ AC 2-03 Pilot Examinations](#). There are questions on Basic Theory and on Airmanship for pilots immediately prior to solo, and a further series to be administered immediately prior to achieving the Soaring Pilot milestone. Be careful not to prompt the trainee pilot, and look for a clear understanding rather than rote answers.

2.5.3 Responsibilities of Pilot in Command

These are outlined in the PTP at the start of the "To Soaring Pilot" section. There are references back to MOAP Section 2.2 Part 2. This discussion should happen very soon after a trainee's first solo flight to ensure maximum engagement. Be sure to employ a variety of question types.

2.5.4 Open and Closed Questions

Open and closed questions both have a role in training, so it is important to know the difference and how to use each style to best effect. Closed questions usually have a *yes/no* answer, or a choice from limited options, but a subtle prompt can easily be disguised within. Open questions are more useful for testing true understanding, but be prepared for a longer answer.

3 Conducting Airborne Exercises (Aviating)

Able to set up and conduct an air exercise that builds upon past training, consolidates previous material and where appropriate adds new knowledge and skills.

	C-Cat Instructor Standard	B-Cat Instructor Standard	A-Cat Instructor Standard
3.1	Engages with the trainee in a friendly, relaxed and confident manner, instils confidence in trainee or passenger, and prepares aircraft for flight in a calm and logical manner.	In addition checks for possible adverse sensitivities in trainee or passenger (eg motion sickness). Mitigates where necessary any hazards from clothing, footwear, stowage of loose articles.	In addition, is alert to - and responds appropriately to - any possible hazard or challenge arising prior to boarding. Prepares for flight calmly and methodically, applying the correct sequence of checks.
3.2	Delivers a briefing immediately prior to flight in a simple and concise manner, covering the main points without overloading or confusing the trainee, and making the expectations for the flight clear (typically 30-60 secs).	In addition uses questions to cross-check that the trainee has understood the briefing, and is clear about the exercise to be attempted during the flight, and their role during all phases of the flight.	Where possible, proactively ensures the trainee has prepared for the planned exercises before arrival on the field, so they are familiar with the content. Briefing and cross-checking is meticulously performed.
3.3	In the air, demonstrates the exercise in a simple and clear manner, handling the controls smoothly and accurately. Patter matches the points covered at the briefing.	In addition, uses minimal prompting and stops talking while the trainee is concentrating on the exercise. Allows plenty of uninterrupted opportunity for trainee to practice.	Creatively sets up learning opportunities for the trainee, allowing the trainee to discover for themselves where possible. Teaches to any gaps in appropriate knowledge or skill.
3.4	Identifies faults and errors when the trainee attempts the air exercises. Corrects faults by prompting the trainee in a timely and effective manner.	Quickly and accurately identifies where a trainee might be struggling on a specific air exercise, and choses carefully when and how to respond, to provide maximum learning benefit.	Generally allows the trainee to "learn by experience" during air exercises after giving a clear and concise briefing followed by a competently-handled demonstration. Does not attempt to teach too much at once.
3.5	Interrupts the lesson and correctly takes over control when the lesson is not going well, or whenever the trainee is struggling to maintain control, or in any kind of danger or emergency.	In addition, promptly detects when trainee is overloaded, airsick or not understanding what they are trying to achieve, ends the lesson and changes to the next topic - or shortens the flight.	Finely tuned to the trainee's level of attention, and extends or shortens the flight to maximise opportunities for extra learning and practice as appropriate - without ever overloading the trainee.

3.1 Preparation for Flight

3.1.1 Giving an Introductory Flight

A new trainee pilot may have had little or no experience of flight in a light plane or glider. The sensations of flight can be quite disconcerting - and even frightening - so gentle manoeuvring only, and give frequent reassurance that "this is normal". The flight should not be too long - 20 minutes is more than enough.

Flying in strong or turbulent conditions, tightly circling in thermals and performing even mild aerobatic manoeuvres are contra-indicated. You are trying to provide a pleasant and enjoyable experience for the prospective trainee on their first flight, not demonstrate your own flying prowess.

3.1.2 Preflight Checks

These need to be performed carefully and thoroughly on every flight. Be sure to cover the "Eventualities" checks thoroughly, but note that after a period of practice these should become very quick. Take a few seconds to mentally pre-load your response to some of the worst things that could go wrong on a launch.

3.2 Briefing

3.2.1 Ground Briefing Prior to Flight

The instructor needs to plan the training flight and to give a simple briefing on a given topic appropriate to the progress of the trainee and the weather conditions of the day. A common fault is to try and squeeze in too much, or make the briefing too long. This is never helpful - there is a limit to how much even an enthusiastic trainee pilot can absorb on a single occasion!

A typical flight will cover some aspects of the launch, an upper air exercise or two, and some aspect of the circuit and landing. Trying to do more than this is usually counter-productive, especially prior to solo.

Other topics which can be folded into a ground briefing include:

- airfield discipline
- glider and tug handling
- how the club system works, especially the training program

3.2.2 Ground Handling and Retrieving

The instructor needs to demonstrate how to handle a glider on the ground without causing it to be damaged. Moving gliders in and out of hangars needs to be supervised, as does ground towing. If tow-out gear is used (towbars, wing walkers) then these devices need to be included in the Daily Inspection, as they can fail in use and cause damage to the aircraft. Ensure that gliders are towed no faster than walking pace, and that wings are kept well clear of fences and other obstacles.

3.2.3 Launch Point Procedures

The instructor needs to be able to perform all launch point functions, and show others how to perform them. These include tow rope or winch cable handling at the launch point, checking the tow releases before first flight, connecting the tow-rope or cable to the glider, launch signals, running the wing, time keeping, and emergency stop signals. These procedures are all described in the PTP.

3.3 In-Flight Demonstration

3.3.1 *Handing Over and Taking Over Control*

It might seem obvious that only one person can be in control of a glider at a time. However, confusion is inevitable unless the standard protocol is followed. The standard phrases need to be spoken clearly by both persons with each change-over.

A difficulty for some instructors is keeping their hands and feet right off the controls after saying "*You Have Control*" to the trainee. There can be a tendency to provide "non-verbal prompts" by nudging the controls. This is extremely disconcerting to the trainee pilot and must never be done by an instructor. If the instructor needs to take control for any reason they must always clearly call, "*I Have Control*".

3.3.2 *Smooth Handling of Controls*

Smooth and well-coordinated handling of the controls by the Instructor will be necessary to avoid confusing the trainee. Your verbal comments should be kept very brief and closely match what is happening in the moment. They should be the same points that were covered at the pre-flight briefing.

3.3.3 *Teaching Airborne Exercises*

When you have demonstrated competency at teaching an airborne exercises have your instructor trainer sign off the exercise on GNZ Form OPS-08. When you have had the first ten plus at least one launch method signed off you may apply for a Category C Glider Instructor rating.

3.4 Identify and Correct Faults

3.4.1 *Prompting*

Minor faults can sometimes be corrected in the air with careful prompting. Anything major should wait until back on the ground. Be careful with "talking the pilot through the exercise" - this can create a false sense of progress if the trainee is just reacting to the Instructor rather than learning good judgement.

3.4.2 *Beware of Overload*

Sometimes the trainee fails to perform the exercise because they are simply overloaded. The instructor needs to be alert to this and slow everything down, take smaller steps, or allow more time for practice.

3.5 Lesson Management

3.5.1 *Taking Back Control*

Taking control too soon can be an issue for an instructor. As long as there is no imminent danger it doesn't hurt to let the trainee struggle a little to complete the exercise - because that's how learning takes place.

Trainees sometimes complain that they aren't given enough time to practice before the instructor intervenes. Only when the aircraft departs so far from the planned manoeuvre that the trainee pilot is unlikely to recover should the instructor take control, and in such cases there should be no hesitation.

During instructor training, the in-flight exercise is for the Instructor Trainer to act as a trainee pilot who is about to lose control, and check the point at which the trainee instructor decides to take over. Too early, too late, or about right.

3.5.2 Attention Span

The attention span refers to how long a person can remain fully on task before becoming bored, distracted, frustrated or overloaded. One symptom is when a trainee starts performing worse on the exercise, rather than steadily improving with practice. Another is when they stop talking to you. In this case further practice is counter-productive, so move onto something else or end the flight.

3.5.3 Law of Primacy

The law of primacy states that what has been *learned first* will be *recalled first* in moments of stress. Because of this we need to consider how accidents in the past might have been caused (or contributed to) because some incorrect principles were taught right at the beginning of pilot training.

A classic example is the misconception that easing the stick back will *always* raise the nose of the glider and decrease the rate of descent. It is important to dispel this notion right from the very beginning, because if the glider is plummeting towards earth in a stall or spin the exact opposite is true. It would be more honest to describe the elevator's primary function as controlling the *angle of attack of the wing*. There are supporting video's and diagrams in the PTP to illustrate this.

Trainee pilots who have previously flown hang gliders, weight shift aircraft or para-gliders will bring a different set of automatic responses to their glider flying lessons, and despite their prior aviating experience may struggle to achieve accurate flight in a glider. This may only become apparent at moments of high workload (such as the round-out), where the controls might be suddenly moved in the wrong direction. Another challenge can be getting such pilots to use the rudder, as there are no foot controls on these aircraft types.

4 Management Responsibility (Managing)

A gliding instructor is responsible for overseeing and managing the flying operations at a gliding club.

	C-Cat Instructor Standard	B-Cat Instructor Standard	A-Cat Instructor Standard
4.1	Correctly describes the Privileges and Limitations which apply to a C-Cat Instructor, plus currency and supervision requirements as specified in the MOAP.	In addition, correctly describes the privileges and limitations of a B-Cat Instructor. Can identify and describe factors to consider prior to allowing a trainee to conduct a solo or passenger flight.	Demonstrates a competent and thorough knowledge and understanding of all Gliding NZ and CAA rules regarding the privileges, responsibilities and limitations of all categories of pilots and instructors.
4.2	Demonstrates awareness of potential human factors issues (eg. a tendency to make mistakes under stress, skip checklist items, fail to maintain lookout while practising air exercises, not hear radio calls) and promptly brings these to the attention of the trainee.	Displays a consistently strong level of situational awareness, and makes frequent and supportive observations during flight to help the trainee build up their awareness of the flying environment as the flight proceeds.	Demonstrates a high level of situational awareness together with the ability to respond with sound judgement. Anticipates potential hazards. Verbalises observations and explains the decisions arising from them without detracting from the flying exercise.
4.3	Exhibits good personal airmanship and self-discipline. Shows a sensible respect for rules and procedures which ensure safe operations, and reminds others of the need for adherence to safe practices.	Exhibits good personal airmanship and displays sound judgement both in flight and on the ground, including when flying their own aircraft. Demonstrates the ability and willingness to manage airfield operations at the club.	Inspires other pilots and instructors to higher standards of personal airmanship, self-discipline and compliance with rules and procedures. Exercises strong leadership in the club and contributes to Gliding NZ at a national level.
4.4	Actively monitors pilots intending to fly as P1, including ensuring that they have the appropriate ratings, medicals and endorsements as applicable to the aircraft type, site, and weather conditions on the day.	In addition demonstrates the capability to conduct a Flight Test for XCP Passenger Rating by following the test schedule. Also has the ability to conduct a BFR for a pilot who is not an instructor.	In addition demonstrates the capability to assess the competency of a candidate for an Instructor Rating or ICR on all items on the Assessment Matrix - relevant to the category being trained or reviewed.
4.5	Demonstrates a basic knowledge of emergency procedures at the flying site in response to questions. Describes correctly how to usefully help in an emergency, including how to access flight following information and establish the location of all gliders.	Possesses accurate knowledge of emergency procedures at the flying site. Is able to accurately explain how to take charge of the site in an emergency. Holds the appropriate contact details and is able to explain how to activate SAR procedures through RCC / NZ Police.	Accurately explains the procedures and responsibilities for managing an accident site, including how to make contact with local emergency services, CAA, RCC and Gliding NZ media contact persons.

4.1 Privileges and Limitations Attached to Instructor Ratings

The privileges and limitations of a Gliding Instructor are described in the Gliding NZ MOAP Part 2-4 *Instructor Ratings*. Also refer to Gliding NZ Advisory Circular [AC 2-04 Instructor Privileges and Currency](#) for information on maintaining currency, competency reviews and assessment of aging pilots.

4.1.1 Supervision

Gliding's culture of supervision is unique in aviation, and it is important that instructors carry it out in a very positive way, with the aim of safe and enjoyable flying. As an instructor you will be required to "supervise" the flying of post-solo pilots until they achieve XCP. A C-Cat Instructor is also under the initial supervision of a B-Cat or A-Cat Instructor, as detailed in the MOAP

Find the definition of "supervision" in the MOAP - and make sure you understand it thoroughly. It's one way that we keep each other safe. Supervision is also about noticing issues that may be gradually creeping up on pilots. These issues may include things like personal fatigue, worsening weather, dehydration, trying to take off with the tail dolly still on, or even getting closer and closer to the fence on each approach. It is your job, as the supervising instructor, to take these pilots out of their bubble and point out the problem.

4.1.2 Post-Solo Training and Check Flights

The first thing to be clear about is that a pilot who has just flown their *first solo flight* cannot be considered a "competent" pilot. That status should hopefully arrive about the same time as the completion of the *To Soaring Pilot* section of the syllabus, and is rewarded by conversion into a single-seat glider.

A post-solo trainee won't necessarily be ready to solo again on the next visit to the airfield, because the conditions of the first solo flight (benign weather, calm and clear state of mind, few distractions) may no longer apply. So a check flight will be needed before every solo flight, and the pilot should only be sent solo if everything is completely satisfactory. Currency also needs to be taken into account - a few weeks without flying can result in a significant loss of proficiency.

4.1.3 Consolidation After First Solo

Check flights should be used diligently for "consolidation". Consolidation means going over the same exercises as pre-solo, but making them more "solid" by requiring tighter speed control, smoother handling and better judgement. In addition, more emphasis should be given to developing the skills required to climb the glider in all available forms of lift.

Instructing cannot teach experience, but it can and ought to show trainees how to go about acquiring it as painlessly as possible. During the transition period from first solo to "off checks" and beyond, lack of experience is a trainee's principal source of risk. It is up to you to monitor how well they are negotiating this slightly tricky phase, and to give advice and guidance if required. Later on trainees will be more at risk from the belief that they have all the experience they'll ever need - an attitude which explains some of the odd troughs and peaks in the accident statistics.

4.1.4 Convert to Single Seater

There is a big difference between a pilot who has managed a couple of solo flights . . . and a pilot who is ready to fly a single-seat glider. The difference is that a pilot should be a "competent soaring pilot" before being permitted to convert to a single seater.

The *To Soaring* section of the syllabus should be completed before converting a pilot to a single-seater, because this will usually mark the end of dual instruction and dual supervision (except for the flight test for XCP and all subsequent BFR's). Read the Pilot Manual in the PTP on "Type Conversion". After conversion (including supervising a rig and derig) endorse the pilot's logbook for that glider type.

The most dangerous phase of any type conversion flight is a launch failure during the first few seconds. If the pilot is trained and current on aerotow then this launch method would be preferable to a winch launch for a first-of-type flight. And a final sobering thought - around 10% of glider accidents are first flight on a new type of glider. Don't load a pilot up with too many new things in one flight.

4.2 Human Factors and Situational Awareness

4.2.1 Lookout, Active Scanning, Situational Awareness

The chief cause of mid-air collisions and near-misses is failure to see other aircraft soon enough, or at all. Gliders often deliberately fly in close proximity to each other in a shared thermal, and also in the circuit, which makes the lookout habit very important. Like any habit, good lookout needs instilling right from the start. Trainees who fail to acquire it early on find it very much harder to acquire later.

The habit of continually and actively scanning the sky in three dimensions does not come naturally, and must be monitored and insisted on during every part of every flight. The complication is that this must be done in addition to whatever exercise is being taught or demonstrated. This slows down training (at first), but this is simply unavoidable and should be allowed for.

The Pilot Manual in the To Solo section of the PTP (*Lookout, Scanning and Collision Avoidance*) describes how the eye and "perception" works in the human, and how to actively scan to best effect. It identifies the most risky occasions and how to manage these, plus identifies certain visual illusions and blind spots which can be detrimental to good situational awareness.

Do not rely on radio transmissions to provide or acquire full situational awareness. When a pilot is under stress their sense of hearing is greatly diminished, such that some pilots experiencing intense anxiety (such as in a crowded circuit) have no recollection of any radio calls made by others at that time.

4.2.2 Cockpit Check Lists

The classic problem with human factors is a failure to notice something important, or a failure to perform some vital action. Check lists are a proven method of managing complex environments by attending to one item at a time in a predetermined sequence. Trainee pilots need to be shown how to use check lists correctly, as they are not commonly used with the same rigour in daily life. Full attention must be allowed to settle on each item, and any action or state firmly established before moving on to the next item.

There are published check lists in the PTP which must be applied every time prior to:

- boarding
- taking off
- performing an aerobatic manoeuvre (including spinning)
- joining the circuit

Trainee pilots may initially struggle with checks, or take a long time to complete them. This should be allowed for, because a failure to correctly complete checks is implicated in a number of incidents (e.g. launching with airbrakes unlocked, landing with wheel up, taking off with tail dolly still attached).

A check sequence that has been interrupted should be started again from the beginning, otherwise items are likely to be left out. The sequence must also be carried right through to the end of the list.

Note that the "airbrake" check prior to joining circuit is mainly to check that the correct handle has been selected (and not the flap handle). It's also useful in the rare event that the airbrakes are frozen shut.

4.3 Airmanship and Self-Discipline

4.3.1 *Setting an Example*

Your own example as a safe and responsible pilot will go a long way towards influencing the behaviour of trainee pilots. Bear this in mind. You will be assessed by your IT on your standard of airmanship.

4.4 Assessment of Competency

4.4.1 *First Solo*

Assessing competency for the first solo is typically done after a series of circuits in benign weather conditions. You need to be confident that they can fly the launch and the circuit without any prompting from the instructor in the back. The greatest threat the trainee faces is nervousness - their own apprehension can throw them off their learned routines. But this only occurs if they lack confidence - so you may need to check for this and provide a little encouragement.

On the other hand, over-confidence is easily recognised and checked by measuring their performance against known measures: how smoothly and accurately they fly, 100% correct with their checks, a very good lookout, nominating and achieving the speeds required, flying in balance and in trim, making a good circuit to the aiming point . . . and a good flare and touchdown, staying straight until they stop. You can pull an over-confident pilot back to these measurement points, and you can build confidence with the timid ones by ensuring they work to the targets you require them to meet - without prompting.

One of the more challenging issues is situational awareness. This requires the ability to gather information and respond to what is happening around them. Pilots who have learned by rote and "numbers" and have set routines can easily miss not just subtle cues but sometimes blatantly obvious ones that they should respond to. For example a total wind change during flight or aimlessly heading away from the field with no geographical awareness of the location of the field and their glide angle back to it. Another example would be a failure to recognise excessive sink and a consequent loss of height that would require a significant change in the circuit plan. This latter example is one that can be easily set up and simulated and is a useful way of assessing a pilot's skill at re-planning and flying a variation to the standard circuit.

The ability to handle distractions and maintain full situational awareness is another part of the assessment. The instructor can easily distract or disrupt a student during any phase of the flight and then look for errors or omissions in checks, reduced lookout, a lapse in handling accuracy or weakened judgement. These aspects are particularly important during critical phases of flight such as below 1000 ft AGL and/or in close proximity to other aircraft.

Look for good communication skills, particularly on the radio. Messages should be precise, concise and clearly spoken. This is particularly important at aerodromes with a control tower or multiple aircraft types.

Before their first solo flight all trainee pilots must pass all the steps in the training program, which develops and tests a number of practical and intellectual skills. The majority of trainee pilots accomplish this without difficulty. However, it has to be understood and accepted that some trainee pilots may not be able to achieve a pass grade in all the required skills, and as a consequence might never be cleared to fly solo. Readiness for solo is often a decision made by several senior instructors, or the instructor panel as a whole.

4.4.2 *Flight Test for XCP Passenger Rating*

The trainee pilot needs to pass a Flight Test in order to pass the training item "Passenger Rating". The privileges of the Passenger Rating can be exercised after the trainee has been awarded their XCP certificate.

There is a provision for exercising the passenger rating prior to XCP, but a number of conditions have to be met. These conditions are spelled out in the PTP at the end of the "To XCP" section. This is a concession to those who do not wish to make a 50 km cross-country flight, but is not to be encouraged.

The flight test needs to include a demonstration of competency in the following items, and a report completed on the day using GNZ Form OPS-12 *Flight Test for XCP Passenger Rating*.

- an up-to-date and correctly-filled logbook
- satisfactory preparation of self and aircraft, including weight and balance calculation
- knowledge of the Flight Manual and other required aircraft documents
- briefing of passenger (assume the passenger has no experience in small aircraft)
- attending to comfort and security of passenger and cockpit (including cameras, cell phones, etc)
- preparation for flight, cockpit checks, hook on procedures
- winch launch - satisfactory climb profile, within minimum and maximum speed limits
- aerotow - tracks straight on ground, holds position accurately, recovery from out-of-position
- well-harmonised and gentle use of flying controls to provide a comfortable flight for passenger
- consistent lookout at all times, good situational awareness (e.g. where is the airfield from here?)
- engage in conversation with passenger in flight, explain simply what is happening
- demonstrate a wing-drop stall with prompt recovery after the uncommanded wing drop
- smooth turns at 45° angle of bank and a few knots above the stall, in a thermal where possible
- gives prior warning of events that might startle the passenger (cable release, opening airbrakes)
- a well-planned circuit in respect to height and track and a steady speed nominated in advance
- last part of final at 1/2 - 2/3 airbrake and airspeed suited to the aircraft and conditions
- smooth flare and touchdown
- stick right back after landing, maintains control of the aircraft until stationary
- verbal review of launch emergency signals
- recent experience of a simulated launch failure with correct recovery (e.g. a winch cable break)

The logbook endorsement needs to follow the wording prescribed in the PTP in the *Endorsements* section, and include the type of aircraft, launch method, whether P1 is front or back seat, and any restriction on distance that can be flown from the airfield.

The instructor making the assessment may make use of observations from other instructors. If there is any doubt about the ability to manage launch emergencies or circuit variations these will need to be assessed on subsequent flights prior to issuing the rating.

4.4.3 *Fit and Proper Person*

The XCP is recognised as the equivalent to a Private Pilot Licence for Gliders (PPL-G). Any candidate for the XCP Certificate, or any pilot wishing to exercise a passenger rating before meeting all the requirements of the XCP, needs to satisfy the criteria for a "Fit and Proper Person". For gliding in NZ this is done by way of a signed declaration on the GNZ Form [OPS-03 Application for XCP Certificate](#) or Form [OPS-17 Fit and Proper Person Declaration for Passenger Rating](#) (under preparation).

The declaration is based on the conditions in Sections 9 and 10 of the [Civil Aviation Act 1990](#). If there is any doubt about a person's fitness in this regard then raise the matter with your CFI or other senior person.

4.4.4 *Biennial Flight Review*

Guidance for the conduct of a BFR is provided in Gliding NZ Advisory Circular [AC 2-05 Biennial Flight Reviews](#) and the review can be recorded on the GNZ Operations Form [OPS-11 Biennial Flight Review](#).

4.4.5 *Instructor Competency Review*

Guidance for the conduct of a ICR is provided in Gliding NZ [AC 2-04 Instructor Privileges and Currency](#) and the review can be recorded on the GNZ Operations Form [OPS-09 Instructor Competency Review](#). Note that Form OPS-09 includes some guidance notes for instructors and reviewers.

4.5 **Emergency Procedures**

4.5.1 *Gliding Club Emergency Plan*

Many gliding clubs operate from their own airfields, so in addition to managing the flying operations you might also be managing the whole airfield. To do this in an emergency you need to be aware of the procedures to deal with various types of emergency. This includes holding key phone numbers for emergency services, the Civil Aviation Authority, the Rescue Coordination Centre and the Gliding NZ media contact persons.

For further guidance study the Gliding NZ Advisory Circular, [AC 1-05 Emergency Plans](#).

4.5.2 *Missing or Overdue Aircraft*

If a glider or towplane is overdue you should already have a plan in place. The relevant telephone numbers should be loaded into your phone, and placarded at the launch point and the club house. Prompt action has saved lives in the past. Waiting until darkness approaches before realising that a pilot is missing is leaving it far too late.

4.5.3 *Aircraft Accident*

Read through the Gliding New Zealand [Advisory Circular 2-08 Accidents and Incidents](#) and check your level of preparedness. If there has been injury or damage the priorities are as follows:

1. Secure the site to prevent it being disturbed. The only thing that can be moved are humans.
2. Call the Police, plus any other emergency services that might be required (ambulance, fire).
3. Control the site - keep onlookers away - until the Police arrive and take over this duty.
4. Notify the CAA. The contact phone number is 0508 222 433. Have it in your phone directory.
5. Notify Gliding NZ: your CFI or club president, and the regional or national operations officer.

Do not make any comment to media. This is the role of the Gliding NZ [Media Contacts](#). Refer all media enquiries to these people, because they have been authorised to speak on behalf of Gliding NZ and have been trained how to do this.

An excellent resource is the GAP booklet, [How to Deal With an Aircraft Accident Scene](#). The relevant legislation is covered in [CAR Part 12](#).

5 Notes and References

5.1 Purpose of This Document

The task of training new gliding instructors and providing ongoing training to instructors with existing ratings shall be performed by Category A Instructors who conduct training in accordance with the Gliding New Zealand (GNZ) Exposition and the syllabi detailed in the GNZ Manual of Approved Procedures (MOAP) at Appendix 2-E.

5.2 Additional Support Material

The Instructor Support Manual (ISM) provides additional resources for the instructor, including advice on how to teach certain modules, what problems to look out for based on past experience, and how to respond to trainees who are having difficulty mastering an exercise.

The Pilot Training Program (PTP) provides support material for the trainee glider pilot. The PTP is intended to be referred to by both trainee and Instructor during pilot training.

5.3 Scope of Assessment

The items that are formally tested in this training course represent only a sample of the skill and knowledge necessary to be an instructor. The course has, however, been designed to contain enough assessment points to prevent an insufficiently-trained candidate from obtaining an instructor rating without reaching the required standard.

The assessment standards have been developed to target the most important elements in the work of an instructor, taking into account where the most and worst incidents occur and where the risks for new pilots are highest and need tightest management.

5.4 Stages of Instructor Training

The GNZ [Manual of Approved Procedures](#) (MOAP Part 2 Section 2-4) lays out the requirements, privileges and responsibilities associated with each level of Instructor rating. The Category C Gliding Instructor Rating is the entry level, and authorises the instructor to provide instruction on exercises in the *To Solo* section, plus any exercises in *To Soaring* that have been signed off by the IT.

The Category B Gliding Instructor Rating authorises an instructor to train pilots to a more advanced level, to consolidate prior learning, to conduct a BFR and to authorise a "first solo" flight. A B-Cat may be called upon to serve as a Chief Flying Instructor (CFI), and lead an instructor panel at the local club. They will also be expected to show initiative when it comes to safety in operational matters, to ensure that all administrative and reporting requirements are met, and that all GNZ and CAA procedures are followed.

The A-Category Instructor is primarily responsible for training new instructors, supervising existing ones, and taking a senior management role in respect of flying operations at the gliding club.

5.5 Assessment of Competency - Glider Instructor and Instructor Trainer

Assessment standards for C, B and A-Cat Glider Instructors are spelled out in the Assessment Matrix. The summary below identifies the modules which need to be passed in order to achieve the rating standard.

Gliding NZ Instructor Assessment Matrix			
	C	B	A
Knowing			
Teaching			
Aviating			
Managing			
Course Outline			
	C	B	A
Knowing			
Teaching			
Aviating			
Managing			
B-Cat Instructor			
	C	B	A
Knowing			
Teaching			
Aviating			
Managing			
B-Cat + Instructor Trainer			
	C	B	A
Knowing			
Teaching			
Aviating			
Managing			
A-Cat Instructor			
	C	B	A
Knowing			
Teaching			
Aviating			
Managing			
C-Cat Instructor			
	C	B	A
Knowing			
Teaching			
Aviating			
Managing			
C-Cat + Field Operations			
	C	B	A
Knowing			
Teaching			
Aviating			
Managing			

5.5.1 B-Cat plus Instructor Trainer Rating

The rating of "Instructor Trainer" as it has been applied to a B-Cat Instructor has been phased out. No new ratings of this type will be issued. Existing B-Cat's with an IT rating will be considered to have achieved the required standard for *Knowing, Teaching and Aviating*. They are encouraged to apply for the A-Cat rating. Their upgrade path would involve meeting the "Management Responsibility" section of the Assessment Matrix at the A-Cat level.

5.5.2 C-Cat plus Field Operations Rating

An A-Cat Instructor may authorise the holder of a C-Cat Instructor rating to manage field operations at a specific site and/or supervise student pilots flying solo. In order to do this, the C-Cat Instructor must have met the standards in the "Management Responsibility" section of the Assessment Matrix at the B-Cat level (except for Item 4.4 Conduct a BFR).