Ivel Model Aircraft Club (Ivel MAC) - Guidance for Instructors

A priority when taking on a new student is to establish if they fall into the category of the club's "Safeguarding Policy" (children and vulnerable adults). If this may be the case, you must refer to, and comply with, the Ivel MAC Safeguarding Policy, and it is the Instructor's responsibility to check this.

Before taking to the skies the student must demonstrate/show you that they have read and understood the principles of flight as explained in the BMFA booklet, **"A flying start".**

You should complete an entry in the student's flying log for each and every flight session, (A copy of the last page of "A flying start" and record any relevant observations.)

Explain to the student that you will do your best to ensure the model is not damaged during flight training. Tell him that in the case of damage to the model, you will give advice on how to carry out repairs, and may offer assistance. **Importantly,** make sure that the student realises and fully accepts, that you are NOT responsible for any damage caused his model.

Explain to the student that he cannot expect to turn up at the flying field at any time, expecting someone to teach him to fly. Advise him that it is Ivel MAC policy is that each student will be allocated a specific instructor with the aim/intention being to give/get frequent, regular, competent and consistent instruction. However, it should also be explained to the student that there may be occasions when you are unavailable to carry out instruction (holidays etc). On these occasions, it may be beneficial for the student to be placed with another instructor to continue tuition. This can be particularly valuable when the student will benefit from maintaining regular "stick time" to gain experience. This should be the Instructor's decision, not the Student's, and only be done with prior arrangement and discussion with the temporary instructor to ensure they are fully aware of the needs of the student and their progress to date. Confirm there is no charge for this and assure him that the Instructors have been selected as competent modellers who have been accepted by the club committee as able to give safe and satisfactory instruction to students.

Explain that various other publications such as BMFA Handbook, Club Rules and the Radio manual, are important sources of information and based on safety, experience and knowledge. Also, the model and associated equipment being used must be suitable, safe, and fit for purpose. Therefore, you should check the model has been assembled correctly, completely and satisfactorily, and that the radio equipment has been installed correctly and is safe. Discuss various aspects of setting up the model and effects of each control and go through the use, of the Buddy Box arrangement, wired or wireless.

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Explain the flying site layout and the etiquette associated, where to park, setup of the pit area, flight-line and area of the sky where flying is permitted. Introduce the student to other club members when the opportunity arises.

The student should be shown how to hold the transmitter and operate the sticks correctly for flying. This may be with "thumbs" or "pinching" or some other way. If when using a particular method, you find that the model climbs when turning left and dives turning right, then the student needs to be told to adjust their hand position - comfortable is not always correct. Some modellers use a neck strap, but make sure it is long enough.

You should explain what words you are going to use to avoid ambiguity, i.e. "up" or "pull back on the stick". instructions should be clear and consistent. Make it plain that instruction for directions are the way the stick should be moved.

Before each session, you should discuss with the student, the Wind/Sun/temperature and possible hazards to be aware of that day. (Hat, Coat, Sunglasses etc.) Also, discuss the reason for a few of the rules at each flying session, then quiz the student on something different each session to check his reading of the publications and his understanding of the topic.

Explain the need to check the model <u>each time</u> at the flying field and explain the need for safety checks and radio checks and failsafe settings. Make sure the student learns how to do all these checks within the first few flying sessions.

Each instructor will have a "favourite" way of setting rates and possibly exponential. Personally, I prefer the highest rates recommended for the model as well as the recommended exponential as this will teach the student to be gentle on the controls. However, be aware that many students develop a fear of doing <u>anything</u> if the reaction to a stick movement creates problems for them. However, the settings you choose will be dependent on the student's ability of which you will be able to assess very quickly and make any changes accordingly.

Although covered in other publications/rules it is worth repeating:

<u>The Instructor should teach the following.</u>

Discuss what instruction/practice will be included in the aim of the flight, who will takeoff/land etc. The instructor should demonstrate how to carry out certain manoeuvres and get the student to try to repeat.

a. Carry out pre-flight checks as required by the BMFA safety codes.

Specifically:

In the pit area assemble and check the model for damage in transit.
Check model again after assembly.
Check all linkages and undercarriage secure.
Check integrity of wiring, servo connections.
Check batteries if ic or if electric powered model.
Use of a restraint.
Follow correct safe starting procedure if Glow, Diesel or Petrol, if electric power follow safe connection and handling procedure.
Range check radio.
Failsafe check.

Specifically continued:

Check buddy connection and that both Transmitters are functioning correctly in the correct sense.
(The instructor should also check whether the student can adjust the trim when the student has control. The later Spektrum sets do not all seem to offer this facility.)
Before each flight discuss the aims of that flight, who will do the take-off what the procedure is and who will do the landing etc.

When walking out the flight line, announce to the pilots already there that you are approaching.

b. *Take off*
   Check wind direction and circuit direction.
   Check full and free movement of controls (Checking both TXs and in the right direction).
   Check clear for take-off.
   *Call **"take off"** and expect a reply from other pilots on the flight line.*
   Take off in direction away from pit area.
   *At a safe height call **"take-off complete".***
c. *Landing Call **"landing",** land safely on the patch (kill engine if glow/diesel/petrol).*
d. *After Landing, obtain the agreement from the other pilots on the flight-line to remove model from patch (normally leaving the Tx at the flight-line).*
e. *Return to pit area.*
f. *Disconnect battery, perform after landing checks.*
g. *Discuss/debrief the flight mistakes/achievements/next flights etc.*
h. *After final flight for the day the students log should be completed, and a session debrief conducted.*
i. *Remind the student of any adjustment to model or reading to be done before the next session.*
j. *Remind the student he should call you regarding arrangements for the next flying session.*

When a student makes a mistake, he should be given time to get himself out of trouble before the instructor recovers the aircraft.

It may be that a student requires additional support such as a gyro to boost confidence. This should not be regarded as wrong or "against the rules" as it will only be used in the initial stages to get more production use out of the airtime available. I would expect that the gyro's interaction will be reduced to a point that it is unnecessary fairly quickly.

Try not to show frustration with the student's lack of progress. Always end a session with positive notes, as this will be more likely to give the student confidence.

It is important for all of us to re-read "A flying start" on a regular basis, as it covers everything required to teach a student in a logical manner.

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