

IRM

Getting Started

3. HOW TO ADMINISTER A USPA RATING COURSE (COURSE EXAMINERS ONLY)

A. COURSE EXAMINER DUTIES

1. Know the material to be presented.
 - a. Assist at a complete USPA instructional rating course of the type you plan to conduct.
 - b. Be familiar with the USPA Integrated Student Program.
 - c. Survey the relevant outlines in each new edition of the IRM and the SIM prior to conducting a course.
2. Schedule the course and maintain communication with all candidates prior to the start of the course.
3. Set and collect any course fees.
 - a. Consider all materials and rating fees (if collected at the course).
 - b. USPA rating candidates should be prepared to pay adequately for professional training to further their jumping careers.
 - c. Course fees should be sufficient to encourage the examiner to conduct the course completely and effectively.
4. Register the course with USPA Headquarters.
 - a. To be announced in *Parachutist*, a course must be registered with headquarters at least 45 days -before the start of the course.
 - b. Announcements on the USPA website may allow for a shorter lead time.
5. Use current documents.
 - a. Each candidate should be required to possess:
 - (1) a complete, original IRM (photocopies are not authorized) having an edition date within two years of the start of the course
 - (2) a recent copy of the SIM
 - b. The course examiner should have current copies of both manuals on hand for candidates who don't.

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COACH RATING COURSE

1. INTRODUCTION AND ORIENTATION

A. WHAT IS A USPA COACH?

1. USPA Coach is the first of three instructional ratings USPA administers, followed by Instructor and Instructor Examiner.
2. A USPA Coach may—
 - a. conduct training in the non-method-specific portions of the skydiving ground school
 - (1) equipment familiarization as it pertains to the first jump
 - (2) basic canopy control
 - (3) parachute emergency procedures
 - (4) landings and landing emergencies (obstacles)
 - (5) aircraft emergencies for students cleared to freefall self-supervision and who have completed the Category E aircraft briefing in the USPA Integrated Student Program
 - b. teach the general portions of transition training for students changing from tandem to solo methods
 - c. conduct group freefall skills training and jumps with students who have been cleared by a USPA Instructor
 - d. make gripped exits with students during group freefall skills jumps

- e. supervise recurrency jumps with licensed skydivers
- f. supervise static-line and IAD students beginning in Category C after each student demonstrates a successful clear and pull
 - (1) All ground training must be performed by an appropriately rated instructor.
 - (2) The student must be trained by an instructor to independently handle aircraft emergencies.
- 3. All student training and recurrency jumps with a USPA Coach are conducted under the supervision of a current and appropriately rated USPA Instructor.
- 4. Jumpers may earn the USPA Coach rating who have met all the following requirements:
 - a. reached the age of 18 years
 - b. earned a USPA B license or the FAI equivalent
 - c. completed at least 100 jumps
 - d. completed the USPA Coach Proficiency Card
 - e. satisfactorily completed a USPA Coach Rating Course.

D. HOW TO BECOME A USPA COACH EXAMINER

- 1. A USPA Instructor who has been qualified as follows:—
 - a. Current USPA Instructor rating in any discipline
 - b. Completed at least 100 actual freefall student training jumps within the past 12 months or 300 freefall training jumps total
 - c. Conducted at least 15 solo student first jump courses
 - d. Conducted at least 15 Coach evaluation jumps under the direct supervision of a Coach Examiner
 - e. Successful completion of the Instructor Examiner Rating Course (IERC)
 - f. USPA D License
 - g. Administered a course under the supervision of a current, appropriately rated Coach [Examiner](#) and received that [Coach](#) Examiner's recommendation
- 2. Evaluators
 - a. The following is required for any course evaluators:
 - b. USPA Instructor who has demonstrated to a USPA Coach Rating Course examiner the air skills required to pass the USPA Coach Rating Course
 - c. Appointed by the course examiner.
 - d. Supervised by the course examiner, who is responsible for all evaluations.

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4. BASIC INSTRUCTIONAL METHODS

SECTION 4-2: TEACHING SKYDIVING EFFECTIVELY

A. LESSON DESIGN

- 1. Preparation
 - a. Scope of the lesson: explaining what will be taught in the lesson and how long it is expected to take.
 - b. Objective and purpose: stating the goals/objectives
 - (1) lets students know what they will learn and how they will show they have learned it
 - (2) lets students know why they should learn the material, how it fits into their goals, and why it is important
 - c. Lesson plan: a logical, point-by-point building sequence for the activity being trained
 - d. Organization of the training session
 - (1) schedule – time needed for proper training
 - (2) location
 - (3) controlled environment
 - (4) training aids
 - (5) assistance and USPA Instructor supervision, as required
- 2. Presentation

- a. explanation: overview of what skills the student is expected to learn (goal setting) in this lesson and why, including how they will be tested
 - b. demonstration: perfect example of how the skill is to be performed
3. Application
- a. trial and practice, the student tries the new skill and is closely guided at first to ensure perfect practice (hands on)
 - b. use of cue words to move the skill from a concept in the left brain to an action coming from the right brain
 - c. sufficient repetition
 - (1) minimum of 25 times for each skill to build a habit (more is often required)
 - (2) rest period prior to a second practice session, as necessary
 - d. uninterrupted practice once the skill is being performed correctly
 - (1) Explain all concepts sufficiently prior to beginning any practice.
 - (2) If further explanation becomes necessary, interrupt the lesson, move to another topic or take a break and re-start the lesson later.
 - (3) The student should demonstrate a perfect practice two times.
4. Evaluation
- a. Test to see that learning has occurred by—
 - (1) the student’s correct demonstration of the skill when presented with a scenario; for example, “Nothing has come off your back. What will you do?” (training for a total malfunction).
 - (2) oral questions, which should require the student to perform an action (preferred) or give a brief explanation, rather than a “yes” or “no” answer
 - (3) written exam
 - (4) specific performance objectives
 - b. Have the student recap the lesson, including the stated objectives and the resulting student performance.
 - c. Record the training and progress (logbook or A License Progression Card), for the next coach or instructor.

5. FIRST-JUMP COURSE: GENERAL SECTIONS

SECTION 5-3: FJC TRAINING STANDARDS

C. APTITUDE FOR THE FREEFALL POSITION

- 1. Able to arch sufficiently to lift both shoulders and knees off a flat surface and hold for ten-second intervals without straining
- 2. During arch practice, controls both legs and arms with symmetry and extends both legs slightly
- 3. AFF: demonstrates the correct deployment and practice deployment procedures, including cue words (e.g., “arch, reach, touch!”) and symmetrical movement
- 4. AFF: Understands and responds correctly to freefall hand signals

6. GROUP FREEFALL SKILLS TRAINING AND EVALUATION

6-1. TRAINING AND DEMONSTRATION

B. CATEGORY F: TRACKING AND CLEAR AND PULLS

- 1. Tracking
 - a. The goal of a tracking maneuver is to gain as much horizontal separation from the center of a formation of skydivers as possible, while losing as little altitude as possible.
 - b. Priorities
 - (1) heading-directional control should be the first priority, along with altitude awareness
 - (2) pitch-working to flatten the track and conserve altitude is the next priority

- (3) distance/speed-refining the track for maximum distance and speed is the final priority
 - (4) directional control-legs should extend and stay wide for steering and more stability
 - (5) stopping the track-Extending arms forward and down, and dropping knees slightly to slow the track before main canopy deployment.
- c. The student should continue to refine the tracking position on every jump, working towards a narrower body position and de-arched torso for maximum speed and minimum loss of altitude.
- d. Key teaching and observation points
- (1) Extend legs fully
 - (2) Knees remain the same width as the neutral “box” position
 - (3) Flatten torso to a slight de-arched position
 - (4) De-arch lower back, roll pelvis into the thighs
 - (5) Roll shoulders forward and down to a cupped position
 - (6) Sweep arms out 90 degrees to the torso
 - (7) Press hands down below the hips
- e. Teaching method
- (1) The Coach first demonstrates the tracking position to the student
 - (2) The student then begins in a neutral position (also called the boxed position).
 - (3) Tracking is taught in two stages:
 - i. Stage 1: Initiate the track from neutral by extending both legs fully, flattening the body to the floor and bringing the arms to the sides at a 90 degree position. (Goal is to move forward in a straight line without diving)
 - ii. Stage 2: Add POWER to the track by slowly pushing the hands, elbows, shoulders, and toes on the floor and slightly de-arch. (Goal is to cup air and conserve the most altitude during the track)
 - (4) As the student practices the physical moves for tracking, the coach reinforces the training with key words
 - i. First command is “Neutral, track 1.” While watching for the correct arm, leg and torso positions
 - ii. Second command is “2.” While watching for the student to press against the floor with arms and legs and de-arch slightly.
 - iii. The student holds the pressing position for a count of five, then the Coach commands “Neutral”, and ‘Relax.” Wait 10 seconds, then start the cycle again. This is repeated 10 times, with the first five performed with eyes open and the second done with eyes closed.
- f. The Coach Examiner demonstrates a complete lesson on tracking to the course candidates
2. Clear and pulls
- Students learn to perform successful clear and pulls to simulate a low altitude emergency exit or pre-planned low-altitude jumps
- a. Use a familiar, stable exit technique
 - b. emphasize presentation into the relative wind and orientation of deployment to the relative wind
 - c. The first clear and pull is performed from 5,500 feet, once proficient at 5,500 feet the exit is repeated from 3,500 feet
 - d. The coach demonstrates a clear and pull to the student
 - e. The student practices the exit until smooth and confident
 - f. The Coach Examiner demonstrates a complete lesson on clear and pulls to the course candidates

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 iii. - Encourage the student to de-arch slightly while pressing against the floor

D. CATEGORY G: FORWARD AND BACKWARD MOVEMENT WITH GRIP TAKING

1. Neutral Position
 - a. Success in all maneuvers needed for group flying start with a strong neutral body position. The neutral position must be reinforced in order to progress in Categories F, G, & H.
 - b. Key teaching and observation points
 - (1) Relaxed with limp hands
 - (2) Slight arch through torso
 - (3) Lift head / chin as high as possible
 - (4) Knees at shoulder width or slightly wider
 - (5) Feet slightly extended beyond 90-degrees

- (6) Elbows equal height with shoulders, in a straight line from elbow to elbow
 - (7) 90-degree angles at shoulders and elbows
 - c. Teaching method
 - (1) Using a creeper or table, demonstrate the neutral “box” position, then have the student switch places with you
 - (2) Say “box” or “neutral,” look for observation points and make corrections as necessary
 - (3) Have the student hold the position for 10 seconds, then rest for 10 seconds
 - (4) The student will do 10 repetitions, five with eyes open and five with eyes closed
 - (5) Avoid talking during the repetitions. Make hands on corrections during hold times
 - (6) Any verbal explanations should be done during rest times
2. Forward movement
- a. Purpose: To gain the ability to smoothly start and stop forward motion In order to build formations for group skydives.
 - b. Key teaching and observation points
 - (1) Start from the neutral box position
 - (2) Only the lower legs move
 - (3) The knees must remain at their original neutral box width
 - (4) Extend legs to full range of motion locking the knees during practice
 - c. Teaching method
 - (1) demonstrate Forward movement
 - (2) the legs should be extended and retracted smoothly
 - (3) during forward movement leg extension, the knees remain the same width as in the box position
 - (4) the wider the spread, the better the directional control
 - (5) ensure independent movement of the arms and the legs. (i.e. Arms remain neutral with no movement when legs are extended)
 - (6) explain that full extension may not be needed to perform a final approach
 - (7) place the student on a creeper for the following static training
 - (8) say “neutral” or “box,” then “forward,” look for observation points and make corrections as necessary
 - (9) have the student hold the “forward” position for 10 seconds, then say “neutral” or “box” “relax” to rest for 10 seconds
 - (10) it is important that the student start and stop each movement in the neutral box position
 - (11) the student will do 10 repetitions, five with eyes open and five with eyes closed.
 - (12) avoid talking during the repetitions and make hands-on corrections during hold times
 - (13) Use hand signals to reinforce the command words, such as the “legs out” signal when you say “forward”
 - (14) Perceptual training: holding the student’s feet and moving them forward on a creeper will be done during Start-Coast-Stop training.
 - (15) any verbal explanations should be done during rest times
3. Backward movement
- a. Backward movement is primarily used to slow and stop forward movement
 - b. Key teaching and observation points
 - (1) with the student on a creeper, start from the neutral box position
 - (2) initiate backward movement in a two-stage process
 - i. first, extend arms straight out keeping hand at original box width
 - ii second, roll shoulders down cupping upper body
 - (3) lower arms should be angled upward at about 45 degrees, forearms are just above the ground
 - (4) legs remain in neutral position for stability.
 - c. Teaching method
 - (1) say “neutral” or “box,” then “backward,” look for key observation points and the two-stage process.
 - (2) have the student hold the “backward” position for 10 seconds, then say “neutral” or “box,” then “relax” to rest for 10 seconds.

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- (3) it is important that the student start and stop each movement in the neutral box position.
- (4) the student will do 10 repetitions, five with eyes open and five with eyes closed.
- (5) avoid talking during the repetitions, make hands on corrections during hold times, and any verbal explanations should be done during rest times.
- (6) the full range of leg or arm motion may not be necessary for effective backwards motion.

d. The coach controls any fall rate changes during the forward and backward motion skydives.

4. Docking/Grip Taking

a. Grip taking priorities

(1) fly on level all the way to the grips

(2) fly in your slot

(3) take the grips

b. Key teaching and observation points

- (1) start by taking the grip, thumb under and fingers over the wrist
- (2) check elbows are back to neutral
- (3) extend the feet slightly into the wind for positive pressure
- (4) open hands or "palm" when inward pressure is felt.
- (5) this ensures that the a neutral position is maintained during the dock, allowing the jumper to fall straight down

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c. Teaching method:

- (1) demonstrate taking grips by walking forward several feet, then while taking the grips on your student say "grips, elbows, feet, palms."
- (2) allow your student to feel the forward pressure
- (3) allow the student to practice this for five repetitions with no specific hold times. Walking forward demonstrates an average approach speed in freefall.
 - i. once the grips are taken, it is important to ensure a neutral position, falling straight down while docked.
 - ii. depending on the speed of the approach and whether a backwards motion or flare move was needed to stop the forward motion, the student may be arriving on grips in a position other than the box.
 - iii. use the Cue words "grips, elbows, feet, palms" to ensure the student returns to neutral after taking the grips.
- (4) for more realistic training, place the student a creeper with his feet against a firm surface (such as a wall).
- (5) move forward on a creeper and present wrist grips to the student.
- (6) allow the student to take correct grips by applying the "grips, elbows, feet, palms" principles.
- (7) during the "feet" phase of the exercise, have the student gently push their feet against the wall.
- (8) This effort will create positive pressure on the grips. (Note: the coach should be braced in a position so the students pressure does not move the coach)

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5. Start, Coast, Stop (SCS)

a. All maneuvers in skydiving will have increased precision and performance using the SCS method of training. Start is the initiation of a movement, Coast is in the neutral box position, Stop is the equal and opposite movement of Start. For example in this section SCS equals Forward, Coast and Backward movements.

b. Key teaching and observation points for Forward.

- (1) explain each phase of SCS
- (2) explain that the coast phase is used as the assessment time
- (3) perform static practice first to confirm correct body positions
- (4) provide correct physical responses (force) to student inputs during perceptual drills on creeper (ie: pushing forward when student extends legs to start position)
- (5) Watch timing of moving from coast (neutral box) to stopping position
- (6) Explain that a well-timed coast may not require a stop action

c. Teaching method

- (1) on a creeper have the student start in the box position, then say start (for forward), Coast (for neutral box), then Stop (for backward action).
- (2) complete five repetitions with three second holds in each position.
- (3) allow 10 second rests between repetitions.
- (4) on a creeper, roll the student to a target (wall or other creeper). As the student presses out with his legs push him forward.
- (5) Only respond to the student's actions (If the student does not provide legs out input, he will not move forward).
- (6) Watch for all three phases of SCS. If a coach is the target on another creeper, watch for stop phase and grip taking actions (grips, elbows, feet, palms).
- (7) practice until student displays anticipation and smoothness.

6. The Coach Examiner demonstrates a complete lesson on forward, backward, grip taking and start-coast-stop.

E. CATEGORY G: ADJUSTING FALL RATE FOR UP AND DOWN MOVEMENT

1. Purpose - To gain the ability to get level with the formation prior to docking. Getting level first prevents collisions from above and below with other jumpers on approach.
2. Upward movement - key teaching and observation points
 - a. initiate from lower spine
 - b. crunch knees down and widen them out
 - c. de-arch elbows down through the shoulders cupping the chest
 - d. stretch arm forward similar to backward movement
 - e. the body should be lifted off of the floor
 - f. feet remain neutral or very slightly extended
 - g. arms are slightly pushed forward and pushing down
 - h. head remains up
3. Upward teaching method
 - a. the cup body position should be performed in two stages
 - i. first with the student kneeling on the mat
 - ii. second laying flat on the mat
 - b. first, have the student flatten the spinal arch and initiate a reverse arch in the lower back, curving the spine upward (like a mad cat).
 - c. De-arching the lower back can be best achieved by rotating the pelvis down into the hamstrings. (like sucking your belly button to your spine)
 - d. the shoulders and hips should be equal in height. The head should remain in the up position as this is upward movement during the final approach to docking (not low recovery position).
 - e. the legs should remain in the neutral box position or only slightly extended.
 - f. the arms should also be slightly extended to counter any forward motion.
 - i. the arm position during the horizontal practice is not completely realistic.
 - ii. the arms position should be refined during the vertical drill to be wider and more forward.
 - g. this drill should always start and finish in the box body position.
 - h. the student should do five repetitions in the vertical position with 10 second holds and 10 second rests.
 - i. the five repetitions are repeated in the horizontal position, with five second holds and 10 second rests.
 - j. cue words are "cup", "spine", or "de-arch."
4. Downward movement - key teaching and observation points
 - a. push hips forward
 - b. begin from neutral box
 - c. relax back into the arch
 - d. apply breathing
5. Downward teaching method
 - a. have the student practice the spill body position while kneeling
 - b. the coach should brace the students lower back for support
 - c. kneel behind or place a hand in the student's lower back and have them lean back against the support while relaxing into a full arch

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- d. encourage the student to look backwards during the arch, identifying some reference point to gauge their success.
 - e. the more the student trusts the coach the more relaxed they will be. Pulsing is a sign that the student needs to relax or “let go” more allowing the coach to completely take his weight.
 - f. the student should do 10 repetitions, five with eyes open and five with eyes closed. Hold times should not exceed five seconds.
6. Start, coast, stop (SCS) up and down - key teaching and observation points
- a. Train and practice only cup – box – spill for SCS
 - b. Objective is to stop on level with the formation or coach
 - c. Only hold the spill for half a second
 - d. Practice on raised creeper or table and student must wait for signal to start. (When Coach is in position above student, he gives a thumbs up to tell the student to start)
- e. Use hand signals to help develop visual cues, such as the thumb down signal presented as the student arches harder
7. Start, coast, stop teaching method
- a. review the SCS principles with the student.
 - b. complete both the static and perceptual drills in the same training session
 - c. the static drill is performed on a bean bag or mat
 - (1) have the student move from one position to the next (hold both the cup and coast positions for three seconds, and spill for half a second)
 - (2) confirm each body position is correct during each of the phases
 - (3) complete five repetitions with 10 second rest times
 - d. the perceptual drill is performed on a table
 - (1) the coach places his hands as far above his head as possible, simulating being above the student in freefall
 - (2) the coach gives a thumbs up to signal the student to start (cup).
 - (3) as the student shows you the correct cupping position, begin bringing your hands down and end up on level with the student by the time they show you the stop
 - (4) watch for all three SCS phases. The stop (spill) should come exactly at your eye level
 - (5) the drill should be done from approximately 15 feet away
 - (6) remind the student that this is a very visual skydive
 - (7) the goal is to maintain a 15 foot distance between the Coach and the student during the freefall
 - (8) both the student and the coach should be moving up and down in their own column of air
 - (9) If there is any unintentional forward or backward movement during the up and down movement it should be corrected.
 - i. If the student sees he is moving forward while going up, he can extend his arms to stop the forward motion and check that legs are neutral
 - ii. If he sees he is moving backward while going down, he can extend his legs back out to neutral to stop the backward motion
 - iii. If the student does not correct the horizontal distance, the coach must make the correction and make note of it for the debrief after the jump
8. The Coach Examiner demonstrates a complete lesson on up and down movement with SCS drills.

AFF INSTRUCTOR RATING COURSE

1. INTRODUCTION AND ORIENTATION

C. THE NATURE OF THE COURSE

1. This course may be conducted—
 - a. as an initial USPA Instructor rating course for USPA Coaches
 - b. as a shorter transition course for—
 - (1) current USPA Instructors rated in another method
 - (2) instructors who hold a harness-hold rating issued by another FAI-member country
2. Course options
 - a. course held over a series of days or weekends, followed by testing with an AFF IE
 - b. challenge the course by passing the written examination successfully conducting at least one full ground prep, air skill evaluation and debrief with a USPA AFF IE
 - (1) for foreign harness-hold rating holders, who must present USPA membership and their FAI country harness-hold instructor rating
 - (2) available to USPA Coaches or Instructors in other method-specific disciplines, see the section titled “Procedures for challenging the AFF course or renewing an expired AFF rating.”
3. Course and testing arrangements
 - a. The host coordinates with an instructor examiner for scheduling of an AFF Instructor Rating Course
 - b. The course host negotiates fees and accommodations with the instructor examiner ~~(borne by the host and candidates).~~
4. Each candidate is required to arrive at this course with all prerequisites completed, as specified on the AFF Instructor Rating Course Proficiency Card.
5. The course will cover the USPA Integrated Student Training Program—
 - a. as it applies to AFF training
 - b. subsequent training and jumps to the A license
 - c. transition from another training discipline
6. Candidates may make a series of practice training evaluations and jumps with the course staff prior to actual evaluations.
7. Schedule for the camp format AFF Instructor Rating Course
 - a. The classroom training portion of this course is expected to be conducted over a minimum period of two days.
 - b. The practice and evaluation portion is conducted subsequently over a period of several additional days (typically, nine days total for classroom and evaluation are scheduled).
8. The schedule for abbreviated and other courses are according to the preparation requirements of the candidates, class size, and the instructor examiner's and facility's schedule.

E. HOW TO BECOME A USPA AFF INSTRUCTOR EXAMINER

1. A USPA AFF Instructor who has met all the following requirements may attain the rating of Instructor Examiner to conduct this course and issue ratings:
 - a. Completed at least 500 actual AFF jumps
 - b. Conducted at least 50 solo student first jump courses
 - c. Conducted at least 50 AFF Evaluation jumps or course candidate practice jumps under the direct supervision of an AFF IE
 - d. Successful completion of the Instructor Examiner Rating Course (IERC)
 - e. Attended the biennial AFF standardization meeting
 - f. USPA D License
 - g. Administered a course under the supervision of a current, appropriately rated Instructor Examiner and received that IE's recommendation
2. Evaluators

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- a. The following is required for any course evaluators:
 - b. must hold a USPA AFF Instructor rating and have conducted at least 100 actual AFF jumps
 - c. attendance
 - (1) must attend the entire classroom portion of the first course at which they evaluate
 - (2) must attend the candidate and evaluator briefing of each course at which they evaluate
 - d. are appointed by the instructor examiner
 - e. are supervised by the instructor examiner, who is responsible for all evaluations
 - f. must participate in one AFF Instructor Rating Course per year to maintain currency
3. Designated evaluator
- a. A designated AFF evaluator may conduct a qualifying evaluation jump with an AFF Instructor who cannot meet the annual rating renewal requirements or whose rating has expired for less than one year.
 - b. To qualify as a designated AFF evaluator, a USPA AFF Instructor must (all of the following)—
 - (1) have worked as an evaluator for a minimum of three courses, two within the preceding 12 months
 - (2) be recommended in writing by the AFF Instructor Rating Course Instructor Examiner and confirmed by USPA Headquarters
 - (3) attend the entire classroom portion of an AFF Instructor Rating Course every two years

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F. PROCEDURES FOR CHALLENGING THE AFF COURSE OR RENEWING AN EXPIRED AFF RATING

1. For persons with a current non-USPA AFF rating or expired USPA AFF rating—
 - a. Must satisfactorily conduct at least one complete AFF evaluation jump with an AFF IE or evaluator (under the supervision of an AFF IE) acting as a student, to include all jump preparation, supervision during the jump and debriefing.
 - b. Pass the General USPA Instructor and AFF Instructor written exams with a score of at least 80 percent
 - c. Non-USPA harness hold rating holders (AFF) must include a rating card or other proof of the non-USPA AFF rating to USPA Headquarters along with the AFF Instructor Rating proficiency card
2. For all others persons, under the direct supervision of an AFF IE—
 - a. Demonstrate competence to gear up and check a student
 - b. On practice release jumps using an AFF instructor as a student
 - (1) Stabilize an inverted student
 - (2) Stop a spin
 - (3) Deploy for a student
 - c. Complete one satisfactory Category C and one Category D ground preparation evaluation.
 - d. Complete three satisfactory air evaluations: Category C main side, Category C reserve side, Category D (modified).
 - e. pass the General USPA Instructor and AFF Instructor written exams with a score of at least 80 percent
3. Any person may obtain the USPA AFF Instructor Rating by challenging the AFF Instructor Rating Course and meeting the prerequisites for the AFF Rating.

IAD AND STATIC-LINE INSTRUCTOR RATING COURSE

1. INTRODUCTION AND ORIENTATION

A. WHAT IS A USPA IAD OR STATIC-LINE INSTRUCTOR?

1. The USPA Instructor is one of three instructional ratings USPA administers, preceded by USPA Coach and followed by Instructor Examiner.
2. A USPA IAD or Static-Line Instructor may—

- a. exercise all privileges of the USPA Coach rating
 - b. conduct student training and jumps according to his or her rating
 - (1) using instructor-assisted deployment with a throw-out, hand deployed pilot chute (IAD) or static-line
 - (2) teach the IAD or static-line first-jump course
 - (3) conduct method-transition training
 - c. conduct training in the general portions of any first-jump course
 - d. train and supervise jumps with non-method-specific students
 - e. conduct the A license quiz and check dive
 - f. verify certain USPA license applications, according to the requirements in SIM Section 3
 - g. supervise a USPA Coach in training students and making recurrency jumps with licensed skydivers
3. Supervision (BSRs)
- a. All student training is conducted under the direction and oversight of an appropriately rated USPA Instructor (refer to the BSRs).
 - b. All general, non-method-specific student training and jump supervision may be conducted by any USPA Instructor, but method-specific training and jumps (AFF, IAD, static-line, and tandem) require the instructor to hold that method-specific rating.
4. Candidates may earn the USPA IAD or Static-Line Instructor rating who have met all the following requirements:
- a. reached the age of 18 years
 - b. holds or has held any USPA instructional rating
 - c. earned a USPA C license or the FAI equivalent and made at least 200 jumps
 - d. completed the USPA IAD and Static-Line Instructor Proficiency Card (applicable portions)
 - e. satisfactorily completed a USPA IAD or Static-Line Instructor Certification Course

E. HOW TO BECOME A USPA STATIC-LINE OR IAD INSTRUCTOR EXAMINER

1. A USPA Static-Line or IAD Instructor may conduct this course if meeting all the following requirements:
- a. Current USPA IAD or Static Line Instructor rating
 - b. Completed at least 250 actual freefall student training jumps
 - c. Completed at least 250 actual static-line or IAD student dispatches
 - d. Conducted at least 50 solo student first jump courses
 - e. Conducted at least 15 static-line or IAD Evaluation jumps under the direct supervision of a Static Line or IAD Instructor Examiner
 - f. Successful completion of the Instructor Examiner Rating Course (IERC)
 - g. USPA D License
 - h. Administered a course under the supervision of a current, appropriately rated IE and received that IE's recommendation
2. Evaluators
- a. The following is required for any course evaluators:
 - b. static-line or IAD evaluators: must hold a USPA Instructor rating in the appropriate method and have conducted 100 actual student jumps in that method where at least 25 are static line or IAD
 - c. attendance
 - (1) must attend the entire classroom portion of the first course at which they evaluate
 - (2) for solo freefall evaluation jumps only, must attend all sections of the classroom portion, except those relating strictly to IAD or static-line jumping, of the first course at which they evaluate, but any USPA Instructor who has served as an evaluator at another USPA Instructor Rating Course has met this requirement
 - (3) must attend the candidate and evaluator briefing of each course at which they evaluate
 - d. are appointed by the IE
 - e. are supervised by the IE who is responsible for all evaluations
4. Qualifications for individuals to act as simulated IAD or static-line students during practice and evaluation for a USPA IAD or Static-Line Instructor Rating:

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- a. minimum 100 jumps and a USPA B or higher license
- b. briefed in the presence of a USPA Instructor rated in that method for all applicable equipment operation and emergency procedures

G. CHALLENGING THE IAD OR STATIC-LINE INSTRUCTOR RATING COURSE OR RENEWING AN EXPIRED IAD OR STATIC-LINE INSTRUCTOR RATING

1. Persons with a current non-USPA IAD or Static-Line Instructor rating or expired USPA IAD or Static-Line Instructor rating must—
 - a. satisfactorily conduct at least one complete student evaluation jump with an IAD or Static-Line IE acting as a simulated student using the deployment method for which the candidate was rated, to include all jump preparation, supervision during the jump and debriefing.
 - b. Pass the IAD or Static-Line Instructor Course written exam with a score of at least 80 percent
 - c. Non-USPA IAD or static line instructors must include a rating card or other proof of the non-USPA IAD or static-line instructor rating to USPA Headquarters along with the IAD/static line Instructor Rating proficiency card
2. For all others persons, under the direct supervision of an IAD or Static-Line IE—
 - a. Demonstrate satisfactory knowledge of static line rigging procedures for both direct-bag and static line assist (static line only).
 - b. Demonstrate competence to gear up and check a student (not required for current USPA Instructors rated in another discipline).
 - c. Demonstrate competence to spot for a student (not required for current USPA Instructors rated in another discipline).
 - d. Receive personal instruction from a USPA IAD/SL instructor (per rating sought) on the following emergency areas:
 - (1) Aircraft
 - (2) Static line student in tow
 - e. Complete one satisfactory IAD or Static-Line Category B training evaluation.
 - f. Complete one satisfactory Category D freefall and canopy training session and air evaluation (not required for current USPA Instructors rated in another discipline).
 - g. Pass the IAD or Static-Line Instructor written exam with a score of at least 80%
 - h. Conduct at least two IAD or Static-Line jumps
3. Any person may obtain a USPA IAD or Static-Line Instructor Rating by challenging the IAD or Static-Line Instructor Rating Course and must meet all the prerequisites for the IAD or Static-Line Instructor rating.

TANDEM INSTRUCTOR RATING COURSE

1. INTRODUCTION AND ORIENTATION

A. WHAT IS A TANDEM INSTRUCTOR?

1. The USPA Instructor is the one of three instructional ratings USPA administers, preceded by USPA Coach and followed by Instructor Examiner.
2. A USPA Tandem Instructor may—
 - a. exercise all privileges of the USPA Coach rating
 - b. conduct tandem instruction jumps and the tandem first-jump course or transition training to the tandem method

- c. conduct training in the general portions of any first-jump course
 - d. train and supervise jumps with non-method-specific students
 - e. conduct the A license oral quiz and check dive
 - f. verify certain USPA license applications, according to the requirements in SIM Section 3
 - g. supervise a USPA Coach in training students and making recurrency jumps with licensed skydivers
3. Supervision (BSRs)
- a. All student training is conducted under the direction and oversight of an appropriately rated USPA Instructor (refer to the BSRs).
 - b. All general, non-method-specific student training and jump supervision may be conducted by any USPA Instructor, but method-specific training and jumps (AFF, IAD, static-line, and tandem) require the instructor to hold that method-specific rating.
4. Candidates may earn the USPA Tandem Instructor rating who have met all the following requirements:
- a. reached the age of 18 years
 - b. holds or has held any USPA instructional rating
 - c. earned a USPA D license or the FAI equivalent
 - d. logged 500 jumps on a ram-air canopy
 - e. a minimum of three years experience in parachuting (FAR 105.45)
 - f. presented a current FAA Class 3 Medical Certificate or the equivalent
 - (1) USPA will issue a Tandem Instructor rating, even if the medical certificate will expire prior to the expiration date of the rating.
 - (2) Each USPA Tandem Instructor is responsible to keep his or her medical certificate current.
 - g. demonstrated five practice tandem cutaways wearing tandem equipment and with a simulated student in the student harness in the presence of a USPA Tandem Instructor or Tandem (IE).
 - h. completed the USPA Tandem Instructor Proficiency Card
 - i. satisfactorily completed a USPA Tandem Instructor Rating Course, and including training for at least one manufacturer's brand model (type) of tandem jumping equipment
5. Tandem rating types and abbreviations
- a. The distinction of "type" is determined by joint agreement between the manufacturer of the equipment and USPA.
 - b. If there is a disagreement, USPA's distinction between or grouping of types is operative.
 - c. Current types:
 - (1) Jump Shack Racer (JR)
 - (2) United Parachute Technologies Sigma (US)
 - (3) United Parachute Technologies Vector (UV)
 - (4) Stunts Adventure Equipment Eclipse (SA)
 - (5) Strong Dual Hawk (DH)
 - d. Upon successful completion of the course and with all requirements satisfied, the IE will enter into the candidate's logbook the type of tandem system for which the USPA Tandem Instructor is rated.

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E. HOW TO BECOME A TANDEM INSTRUCTOR EXAMINER

1. A USPA Tandem Instructor may conduct this course if meeting all the following qualifications:
 - a. Current USPA Tandem Instructor rating
 - b. Completed at least 500 actual tandem jumps
 - c. Conducted at least 50 solo student first jump courses
 - d. Conducted at least 10 tandem evaluation jumps under the direct supervision of a Tandem IE
 - e. Manufacturer examiner endorsement for the equipment type in use for the rating course
 - f. Successful completion of the USPA Instructor Examiner Rating Course (IERC)
 - g. USPA D license
 - h. Administered a course under the supervision of a current, appropriately rated IE and received that IE's recommendation
2. Evaluators

- a. The following is required for any course evaluators:
 - b. Tandem jump evaluators must hold a USPA Tandem Instructor rating and have acted as an instructor on at least 100 tandem jumps.
 - b. solo freefall evaluation: any USPA Instructor who has acted as an instructor and jumped with students on at least 100 student freefall jumps
 - c. attendance
 - (1) All tandem evaluators must attend the entire classroom portion of the first course at which they evaluate.
 - (2) For solo freefall evaluation jumps only, all evaluators must attend all sections of the classroom portion, except those relating strictly to tandem jumping, of the first course at which they evaluate; but any USPA Instructor who has served as an evaluator at another USPA Instructor Rating Course has met this requirement
 - (3) Evaluators must attend the candidate and evaluator briefing of each course at which they evaluate.
 - d. Evaluators are appointed by the IE.
 - e. Evaluators are supervised by the IE, who is responsible for all evaluations.
3. Individuals who may act as simulated students during the evaluation phases of this course—
- a. other candidates (each candidate is required to make at least one tandem jump in the student position)
 - b. the Tandem IE
 - c. evaluators designated by the Tandem IE
 - d. in the initial evaluation phase: with the IE's approval, jumpers with at least 100 jumps who hold a USPA B or higher license
4. In the practice tandem phase, jumpers with at least 100 jumps who hold a USPA B or higher license may act as simulated students.
5. All jumpers acting as simulated students for tandem rating candidates need to—
- a. receive a briefing from a USPA Tandem Instructor on all phases of tandem equipment operation and emergency procedures
 - b. under the supervision of a USPA Tandem Instructor, coordinate all decision and execution altitudes with the tandem rating candidate, in case the candidate fails to perform
 - c. be trained on the location and use of examiner safety handles, if used

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G. WHAT IS REQUIRED TO PASS THIS COURSE?

- 1. Practical: Candidates for the USPA Tandem Instructor rating will be evaluated during the course for their ability to—
 - a. understand tandem jumping equipment and safely prepare and handle tandem students during actual tandem jumps with simulated students
 - b. prepare non-method-specific students for the USPA A license
- 2. Tandem evaluation—
 - a. initial tandem evaluation phase: The candidate will make five tandem jumps using tandem equipment under the supervision of the USPA Tandem IE.
 - b. practice tandem phase
 - (1) The candidate will make a minimum of five tandem jumps under supervision of the course staff before continuing to make the practice jumps in phase 2.
 - (2) The progression through the first five jumps will vary depending on the type of the tandem system.
 - (3) The course staff and candidates will follow the manufacturer progression for the type of tandem equipment used in the course for the first five training jumps.
 - (4) At the completion of the practice tandem phase, when the candidate's USPA Tandem Instructor Proficiency Card has all five jumps with an experienced jumper signed by a USPA Tandem Instructor or any USPA IE, and the card is sent to USPA Headquarters.
 - c. The candidate must show competence in inspecting and packing the tandem equipment of the type for which he or she is being rated.

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3. Non-method-specific training evaluation: Candidates will successfully train, observe, and critique at least one freefall jump taken from the static-line and instructor-assisted deployment dive flows in Category D to be performed by the IE or evaluators supervised by the IE during the course (waived for instructors who hold a USPA Instructor rating in another discipline).
4. Written exam
 - a. Prior to attending the course, each candidate must correctly answer at least 80% of the questions on an open-book written examination covering the following:
 - (1) this syllabus
 - (2) the complete ISP syllabus
 - (3) the USPA Basic Safety Requirements
 - (4) SIM Section 5
 - (5) FARs
 - b. The tandem equipment manufacturer may also require a written examination.
5. Commencement of privileges
 - a. The privileges of any instructional rating will commence upon successful completion of the rating course and will be valid for 30 days with a candidate log book endorsement by the IE.
 - b. The rating must be processed at USPA headquarters to be considered valid after the 30-day grace period expires.

2. THE INTEGRATED STUDENT PROGRAM

SECTION 2-2: THE ISP FIRST-JUMP COURSE FOR TANDEM

D. HAND SIGNALS

1. Presenting hand signals
 - a. All hand signals are performed with one hand and must be placed in plain view of the student, generally no closer than 12 inches from the student's face and held for a minimum of three seconds.
 - b. The instructor may need to get the attention of the student first.
 - c. Tandem instructors need to take precautions to prevent a student from grabbing their arm when presenting hand signals.
2. Suggested signals are shown in the Skydiver's Information Manual, Appendix 1.
3. Limit hand signals to those six or seven that may be required based on observation during the student's training.
 - a. For example, perfecting a student's arm position may be of low relative importance during the first jump compared to a poor arch or a tendency toward an incorrect leg position observed in training.
 - b. Additional hand signals can be introduced during subsequent training.
4. Verbal instructions
 - a. Tandem students can often hear the instructor in freefall and droguefall.
 - b. Speak loudly and clearly into the student's ear; preferably have the student turn his or her head to get one ear out of the wind and speak into that ear.
 - c. Use cue words the student will recognize from ground training.

SECTION 2-3: FJC TRAINING PERFORMANCE STANDARDS FOR TANDEM STUDENTS

1. Canopy instruction for tandem students is most effectively taught under canopy and during the debrief of a well-conducted in-air lesson.
2. Each USPA Tandem Instructor should develop and practice an interactive in-air lesson plan to help the student understand canopy flight at the Category A and B levels.
3. The following standards should be applied to each tandem student prior to making a solo jump:
 - a. Understands canopy descent strategies well enough to solve contrived descent problems from opening to 1,000 feet:
 - (1) too close to the planned pattern entry point at too high an altitude—face upwind

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- (2) more than halfway down, but not yet halfway back—plan an alternate landing area
- b. Can solve contrived landing approach problems (e.g., ISP model):
 - (1) arriving at the pattern entry point too high or too low
 - (2) arriving too high or too low at other pre-planned pattern points (avoid S-turns on final approach)

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F. LANDING AND LANDING EMERGENCY DRILLS

Each tandem student should be capable of attaining the necessary leg position to prepare for landing using a harness or other suitable landing simulator prior to jumping.

3. TANDEM METHOD

INTRODUCTION

1. The tandem method requires special knowledge both for preparation and use of the equipment.
2. The configuration of two jumpers harnessed together, one being new to skydiving, presents special challenges for the instructor.
3. Special FAA rules apply to the use of tandem equipment.

SECTION 3-2: ROUTINE PROCEDURES

E. LANDING

1. Prepare the student for landing.
 - a. toggles full up
 - b. leg position
2. Technique
 - a. The instructor should practice with each size and type of tandem canopy to discover the best landing technique with experienced jumpers prior to taking students on that canopy.
 - b. Maintaining maximum lift (prior to stall or sink) provides a softer landing, even when significant forward speed remains.
3. Slide landings are a good option for both instructors and students, especially in calm conditions.
4. Students should always land with their feet up and ahead in preparation for a slide landing.
5. All turns under canopy should be smooth and balanced, allowing the tandem pair to remain directly under the canopy in a coordinated turn.
6. The final approach must be flown with the wing level with the flare at the correct altitude to help reduce the chances of an injury to the student or instructor.
7. PLFs and tandem
 - a. Students should be advised that the tandem landing technique is not the best choice for solo jumping.
 - b. Students should be trained for PLFs prior to making solo jumps.
8. Students who can't demonstrate the ability to lift their feet for a slide landing are at a greater risk for landing injury.
9. Windy conditions: Trained ground assistants should stand by for landings in winds strong enough to cause difficulty for the tandem pair after landing.
 - a. The tandem instructor hands one toggle (or both toggles) to either or both ground assistants.
 - b. If the student is assisting with the landing flare, the instructor will need to instruct the student to let go of the toggles once the ground assistant takes over.
 - c. To collapse the canopy, each ground assistant should run forward and away to the outside of the tandem pair—never across the front—with the toggle in hand.
 - d. Running across the front of the tandem pair with a steering line to collapse the canopy could cause line burns on the student, instructor, or the equipment.
 - e. If the ground assistant does not run with the toggles, the canopy will not collapse and may, in fact, catch a greater amount of wind, pulling the tandem pair over.
 - f. If ground assistants are unavailable, the tandem instructor should land and roll to his or her left side and either pull the steering line in to collapse the main canopy or release it.
 - g. It is very difficult to access the cutaway handle when getting dragged right-side down in high winds.

- h. Even with ground assistance (canopy catchers) it is strongly recommended that the tandem pair land and sit down to decrease the possibility of being pulled off their feet and dragged by the inflated canopy.

4. INSTRUCTOR'S DUTIES

4-2: PRE-JUMP CHECKS (SOLO JUMPS)

B. EQUIPMENT PREPARATION

1. Always check the rig in a logical order, such as top to bottom, back to front.
2. A typical sequence (varies according to equipment configuration)
 - a. automatic activation device
 - (1) switched on
 - (2) calibrated
 - b. reserve ripcord
 - (1) movement of the cable in the housing
 - (2) pin in place at least halfway, but not shouldered onto the grommet
 - (3) no more than ten percent visible fraying to the closing loop
 - (4) closing loop tight for properly closed container
 - (5) reserve in date, seal intact
 - c. main closing (hand deployment)
 - (1) flap closing order and bridle routing correct
 - (2) slack above the curved pin
 - (3) pin fully seated
 - (4) tight closing loop, with no more than ten percent visible fraying
 - (5) pin secured to bridle with no more than ten percent fraying
 - (6) collapsible pilot chute cocked
 - (7) pilot chute and bridle with no more than ten percent damage at any wear point
 - d. main closing (ripcord)
 - (1) free movement of the cable in the housing
 - (2) secure cable housing ends
 - (3) ripcord end not kinked or nicked
 - (4) closing loop with no more than ten percent fraying
 - e. drogue movement in pocket and main deployment handle in place
 - f. canopy release system and RSL
 - (1) correct canopy release assembly
 - (2) RSL connected and routed correctly
 - g. chest strap and hardware
 - (1) snap type connected and adjusted
 - (2) friction adapter type: threaded correctly, adjusted, and running end secured to prevent slippage
 - h. reserve ripcord handle
 - i. canopy release handle
 - j. harness adjustments
 - k. leg straps and hardware
 - (1) threaded properly
 - (2) hardware function (snap operation)
 - l. outer clothing (or jumpsuit)
 - (1) free movement
 - (2) adequate protection on landing
 - (3) secure; can't impede handle access
 - (4) pockets empty, jewelry removed
 - (5) fall rate (if applicable)

3. Using the same sequence, check the equipment after the student is completely rigged and with everything adjusted, paying particular attention to the following:
 - a. risers over the shoulder, not under the arm
 - b. release handle clear from under the main lift web
 - c. proper threading of harness hardware
 - d. chest strap routed clear of the reserve ripcord
 - e. twisted harness straps
 - f. comfort pads in position
 - g. overall adjustment and fit: On solo jumps, a loose harness may allow the container to shift in freefall, causing stability problems.
4. Student's personal equipment (SHAGGAR, explained below)
 - a. **Shoes**
 - (1) appropriate for the student jumping: sandals, heels, and leather (or synthetic leather) soles not recommended
 - (2) hooks taped
 - (3) laces double knotted
 - b. **Helmet**
 - (1) adequate protection
 - (2) fit and adjustment
 - c. **Altimeter**
 - (1) readable by student (farsightedness?)
 - (2) zeroed
 - d. **Goggles**
 - (1) correct type for contacts or glasses
 - (2) clear and clean
 - (3) tight
 - e. **Gloves**
 - (1) worn for jumps into 40 degrees or cooler
 - (2) light and flexible
 - f. Aerial photograph for pattern planning (USPA Flight Planner)
 - g. **Radio** or other means of communication
 - (1) all required equipment in place and ready
 - (2) all required personnel coordinated
 - (3) entire team informed of the canopy flight plan
 - (4) "no-jump" signal prepared
 - (5) student's radio on
5. Perform another pre-jump inspection in the aircraft prior to exit.

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6. CANDIDATE EVALUATION

F. GROUND RULES FOR EVALUATIONS

1. Tandem evaluation jumps
 - a. The pair conducts actual tandem jumps with the IE or an appointed tandem course evaluator observing.
 - b. During tandem jumping evaluations, the jumper acting as tandem student will cooperate and communicate as an experienced jumper during all phases of the jump.
 - (1) The evaluator may present or direct the candidate acting as student to present certain scenarios to challenge and enhance the experience of the candidate acting as instructor.
 - (2) In each case, the candidate acting as instructor must be fully informed of the scenario and reviewed on the expected response.

- (3) By 8,000 feet, the evaluator or candidate acting as tandem student must cease all challenges and return to a stable position.
 - c. The evaluator determines who will be in charge during aircraft and jump operations; everyone must know who's in charge at any given time.
 - d. tandem terminal velocity
 - (1) Each candidate, acting as tandem instructor, must demonstrate control during at least a 20-second freefall without a drogue.
 - (2) The IE or an appointed tandem course evaluator must accompany each candidate on at least one such jump.
 - (3) This will require an exit no lower than 12,000 feet, even if the jump is performed from a Cessna 182 or other single engine piston powered aircraft.
- 2. Freefall evaluation jumps
 - a. Scenarios will be drawn from an ordinary skydiving school environment.
 - b. Evaluators should make the evaluation scenarios both challenging and a learning experience for the candidates.
 - (1) Evaluator challenges will provide opportunities for the candidates to observe problems in freefall for subsequent review and correction.
 - (2) The evaluator may not correct or assist the candidates during the evaluations with the exception of discrepancies that might compromise safety on the jump.
 - c. Teaching of aircraft spotting will be conducted during the ground training for Category D jumps and will be included in the practical (in-aircraft) evaluation of freefall evaluation jumps.
 - d. Prior to each evaluation session, the evaluator will conduct a briefing with the candidate for all subjects of the evaluation process, to include—
 - (1) a brief review of the evaluation procedures
 - (2) comprehensive and detailed explanation of the scoring criteria
 - (3) the level of performance expected
 - (4) specific safety and scoring reminders
 - (5) mock written training record, background, and scenario on the simulated student to be trained, which will include the simulated student's prior performance deficiencies
 - (6) an opportunity for the candidates to ask questions about the skydive and the evaluation procedure
 - e. Each candidate is expected to follow the ISP outline for the jump to be trained and include all the points listed on the IAD and Static Line Instructor Rating Course Ground Preparation Checklist.
 - f. The candidate arranges for a stand-in, preferably a candidate in the course, to be trained while the evaluator takes notes.
 - (1) The evaluator briefs the stand-in privately regarding any tendencies or deficiencies of the student the stand-in is portraying.
 - (2) The stand-in will present an imperfect performance during the training, as briefed by the evaluator, to test the candidates' ability for recognition and corrective training.
 - (3) Evaluators will base their simulated student performance on the next practice evaluation or actual evaluation jump upon the training given during the ground preparation evaluation.
 - (4) In the event of a perfect evaluation, the evaluator will create challenges that adequately test the candidate's in-air skills.
 - g. The evaluator may call a "time out" during any part of the evaluation, but the candidates may not, except for safety reasons.
 - (1) The evaluator should call time-outs only when necessary.
 - (2) The evaluator will allow time for the candidate to regroup following a time-out.
 - h. At the 20-minute call, the evaluator and candidate arrive fully rigged and ready to jump.
 - i. evaluator's equipment:
 - (1) Evaluators will wear standard student accessory equipment, including clear goggles or visor, shoes, and hard helmet.
 - (2) The evaluator will declare equipment to be used on the actual jump and instruct candidates to ignore specific equipment preferences of the evaluator not ordinarily found on students (hook knife,

- etc.).
- (3) All rigging problems must be determined during the pre-boarding equipment check.
 - (4) Under no circumstances will an evaluator attempt to board an aircraft with mis-rigged equipment or exit an aircraft with contrived equipment problems.
 - (5) The evaluator may present non-safety equipment problems to be caught during the pre-exit check aboard the aircraft.
- k. Role playing: To aid the candidates to view the evaluator as a student, during the remainder of evaluation the evaluator may play the role of the student just trained.
- l. fall rate
 - (1) On Category D evaluation jumps, candidates may be presented with significant vertical and horizontal separation that must be negotiated to continue adequate observation.
 - (2) Evaluators will not present impossible fall-rate or separation scenarios using experienced skydiver skills.
 - (3) Evaluators should present fall-rate challenges to the candidate(s) that allow them to demonstrate fall rate range.
 - m. During the evaluation, the candidate should be presented with a loss-of-altitude awareness scenario, requiring the candidate to get clear and deploy by 3,500 feet.
 - n. At the end of each evaluation session, the evaluator will debrief the candidate on the performance.
 - (1) reinforcement of areas where the candidate was successful
 - (2) where possible, instruction, including demonstration and practice, to correct deficiencies
 - (3) assignment and necessary explanation of the scoring for that evaluation

INSTRUCTOR EXAMINER

15. INSTRUCTOR EXAMINER ADMINISTRATIVE RESPONSIBILITIES

A. RESPONSIBILITIES OF THE INSTRUCTOR EXAMINER

1. Before the course
 - a. Coordinate course dates and hosting arrangements with the USPA Group Member drop zone
 - b. Register the course with USPA Headquarters. (USPA will list the course on its website calendar for instructional rating courses)
 - d. Courses registered 45 days in advance may also be listed in Parachutist magazine
 - e. Registration may be accomplished by [completing the online course registration form located in the rating course calendar on the USPA website](#)
 - f. Each course must be planned to allow for an adequate number of days to run the course and complete the ground and air evaluations
 - g. Ensure each candidate has completed any prerequisite course requirements
 - (1) Proficiency card completed in required areas
 - (2) Possesses a SIM and IRM dated within two years of the course
 - (3) Acquired the necessary jump number and/or freefall time
 - (4) Completed the written test prior to arrival at the course
 - h. Arrange for adequate staffing for the course
 - (1) Ensure the drop zone has arranged for the necessary aircraft and pilot support
 - (2) Additional course evaluators will be needed for more than three course candidates
 - (3) A ratio of one evaluator per three candidates will help the course run at the correct pace

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