

IRM Changes for the 2009-2010 version

Notes regarding the manual changes:

Minor changes from 2008 to the 2009-2010 document are not listed in this document. Many of the smaller changes included changing “course director” to “instructor examiner” or grammatical changes. The sections with major changes are included below, which includes the first section of each rating course syllabus and Section 6 of the Coach Rating course. The Sections are listed here without cross-out and underlined text because of the large amount of changes, especially in Section 6 of the Coach Course.

The Instructor Examiner Rating Course syllabus is an entirely new course and addition to the IRM. The syllabus is not included in this change document.

The 2009-2010 IRM has been completely reformatted for ease of use. The supporting forms for each course have been included at the end of each course syllabus, rather than lumped into one section at the end of the manual. The different colored rating course sections and the colored proficiency cards are now all printed on white paper. The outer edge of each page is tabbed to make it easy to find the different course materials. The pages are all numbered sequentially from front to back. Previous versions of the IRM had each course numbered according to the syllabus (AFF 5, Tandem 12, SL IAD 3, etc.)

Coach Section 1.

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 registered with USPA Headquarters

B. THE NATURE OF THE COURSE

- 1. Strategy
 - a. This course teaches effective methods for training adults to skydive.
 - b. Candidates learn to apply those methods to a restricted portion of the USPA Integrated Student Program.
 - (1) the non-method-specific portions of the skydiving first-jump course
 - (2) group freefall skills in Categories F-H
 - (3) Static-line or IAD student supervision in the aircraft, during climb out and exit, and freefall observation following a stable clear and pull in Category C
- 2. Course length: Development of the course using various formats and materials show that course length is typically three full days.
 - a. regardless of class size
 - b. one evaluator per three course candidates

C. WHO MAY CONDUCT THIS COURSE?

- 1. A Coach Examiner who has conducted at least one USPA Coach Course within the past 24 months
- 2. Continues to meet all of the requirements to qualify as a course evaluator

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

- f. USPA D License
 - g. Provide USPA Headquarters with a written recommendation from the examiner of the qualifying USPA Coach Rating Course.
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 who has registered the course with USPA
 - d. Supervised by the course examiner, who is responsible for all evaluations.

E. WHAT IS REQUIRED TO PASS THIS COURSE?

1. Prior to this course
- a. a supervising USPA Instructor observes and evaluates each candidate during the required first-jump courses and portions of courses for coaching skills and communication ability.
 - b. Each candidate must correctly answer at least 80% of the questions on an open-book written examination covering the following:
 - (1) FAR 105 (SIM Section 9-1)
 - (2) USPA Basic Safety Requirements and waivers (SIM Section 2-1)
 - (3) this syllabus
 - (4) any related readings included in the USPA Coach Rating Course
 - (5) portions of the USPA Integrated Student Program (SIM Section 4)
 - (i) Category A, Solo General Section
 - (ii) freefall sections of Categories F-H
2. During the course
- a. a supervising USPA Instructor observes each candidate conduct training sessions from the ISP syllabus that USPA Coaches are qualified to teach:
 - (1) sample lessons from the general sections of the first-jump course
 - (2) freefall portions of Categories F-H
 - b. The candidate performs at least two satisfactory evaluation jumps, including freefall training.
 - c. The candidate is evaluated on his or her debriefing skills.
 - d. commencement of privileges
 - (1) 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 coach examiner.
 - (2) The rating must be processed at headquarters to be considered valid after the 30-day grace period expires.

F. CHALLENGING THE COACH COURSE OR RENEWING AN EXPIRED COACH RATING

1. For persons with a current non-USPA Coach rating or equivalent or an expired USPA Coach rating
 - a. make at least one satisfactory USPA Coach Rating Course evaluation jump with a USPA Instructor or Instructor Examiner who has served as a USPA Coach Course Evaluator
 - b. assist in at least one complete first-jump course
 - c. attend a USPA rating renewal seminar
 - d. pass the Coach Course written exam with a score of at least 80%
2. For all others persons
 - a. Successfully conducted two satisfactory training sessions from the topics listed in the Coach Rating Course Evaluation outline.
 - b. Demonstrated the ability to teach the following topics from Categories F-H of the ISP.
 - (1) floater exit
 - (2) diver ext
 - (3) forward and dock
 - (4) fall rate
 - (5) tracking with awareness
 - c. Demonstrated the ability to conduct a satisfactory debriefing.
 - d. Correctly performed a pre-jump equipment check.
 - e. Successfully completed two air evaluations.
 - f. Pass the Coach Course written exam with a score of at least 80%
3. Any person may obtain a USPA Coach Rating by challenging the Coach Course and must meet all the prerequisites for the Coach rating.

G. KEEPING A USPA COACH RATING CURRENT

1. USPA Coaches may annually renew their ratings with their USPA membership by paying the annual rating renewal fee and providing documentation, signed by a USPA Instructor, Instructor Examiner or member of the USPA Board, of any of the following:
 - a. that the rating was initially earned within the previous 12 months
 - b. having taught or assisted with the general portion of at least one first-jump course and made at least 15 coaching jumps in the last 12 months
 - c. completing the renewal requirements for an expired USPA Coach rating
2. A skydiver may not certify his or her own rating renewal requirements.
3. Renewing a higher rating automatically renews a USPA Coach rating.
4. For expired Coach Rating renewal requirements, see Section I.F.

H. COURSE OVERVIEW

1. Introduction and orientation (this section)
2. Rules, liability, and the USPA rating structure
3. Document layout
4. Basic instructional method
5. First-jump course general sections

6. Group freefall skills training and evaluation
7. Equipment
8. Conducting a coached jump
9. Observation and debriefing strategies and evaluation
10. Problem solving
11. Candidate evaluation

6. Group Freefall Skills Training and Evaluation

6-1. Training and Demonstration

A. U SPA COACH'S FREEFALL TRAINING DUTIES

1. The last three categories of the Integrated Student Program prepare the student to jump safely and effectively in groups.
 - a. group exits
 - b. group flying skills
 - c. breakoff procedures
2. Students who complete Category H should be ready for
 - a. the USPA A license checkout with a USPA Instructor
 - b. independent skydiving at most drop zones
 - c. jumping at off-site DZs that meet the A-license landing area criteria (non-demos)

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
 - (5) directional control-legs should extend and stay wide for steering and more stability
 - (4) 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, then slowly bring the arms to the sides at a 90 degree position.

ii. Stage 2; Flatten the body by slowly pushing the hands, elbows, shoulders, and toes on the floor.

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

(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

C. CATEGORIES G AND H EXITS

1. Climbout and set-up

a. Purpose

(1) shortens the group climbout and set-up times so multiple groups can exit on the same pass

- (2) reduces potentially dangerous equipment contact with the door or other jumpers
- (3) Improves stability on exits which increases working time on training jumps.

b. Phases for all exits

- (1) "Set up" is climbing out to the "ready" position.
 - (2) "Launch" is the action to turn and present to the aircraft heading.
 - (3) "Flyaway" is the time right after the launch, watching the aircraft in a neutral body position.
- c. Key teaching points for all exits
- (1) "Balanced" is your balance in the door which will affect stability
 - (2) "Tightness" refers to closeness to the coach in the door, which will affect separation
 - (3) "Timing" is the precise timing of "go" as a group, which affects separation
 - (4) "Presentation" is the action to place the body into the airflow, which affects stability.

d. Exit priorities

- (1) Aircraft heading. The student should hold the correct body position for three to five seconds after launch to establish stability and orientation before beginning to maneuver.
- (2) Neutral box body position (see D.1. below)
- (3) Relax
- (4) Identify the coach. After establishing a stable heading in the line of flight, the student should then look for the coach, who should be in position beside the student.

e. Teaching method

- (1) Finish training the exit before moving on to the freefall skills
 - (2) Use whole-part-whole strategies to teach the exit, breaking the exit into the set-up, launch and flyaway as the parts of the lesson
2. Rear float exit (for left side door exit) - Key teaching and observation points
- a. Climb outside the plane to rear portion of the door
 - b. Turn torso to present directly to line of flight
 - c. Trail the forward leg
 - d. Crouch low without compromising balance (feeling heavy)
 - e. Drop down on exit (lazy exit)
 - f. Neutral box is the flyaway position. Apply A/C heading, box, relax, look for coach.
 - g. Cue words: "Ready, Set, Drop"
3. Front float exit (for left side door exit) - Key teaching and observation points
- a. Climb outside the plane to front portion of the door
 - b. Turn torso to present directly to line of flight
 - c. Trail the forward leg
 - d. Launch is more dynamic and powerful

- e. Launch is up and away from fuselage
- f. Neutral box is the flyaway position. Apply A/C heading, box, relax, look for coach.
- 4. Diving exit (for left side door exit) - Key teaching and observation points
 - a. For a left side door, left foot forward to edge
 - b. Crouched down over foot with weight forward
 - c. Right leg back and poised for balance
 - d. Left elbow/arm dropped to left knee
 - e. Right elbow/arm raised up above head
 - f. Drop down over the left foot with a very lazy launch
 - g. Keep chest and hips presented square to the relative wind
 - h. Bring legs into the neutral box for the flyaway position. Apply A/C heading, box, relax, look for coach. It is just like a rear float exit except 90 degrees off heading (perpendicular to the relative wind.
 - i. Exit is passive just dropping through the door. (prevents student from doing a 360 degree turn on the hill)
- 5. Cessna Exits
 - a. If the drop zone primarily uses a Cessna 182 or 206 airplane, the student should be trained for each of the available exit positions
 - b. Setup, launch, and flyaway considerations from side door aircraft also apply to a Cessna strut type exit
- 6. The Coach Examiner demonstrates a complete lesson on each exit.

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
 - 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. Backward movement is primarily used to stop forward movement.

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 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) any verbal explanations should be done during rest times

3. Backward movement

a. 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

b. 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.

(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.

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

4. Docking/Grip Taking

a. 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.

b. 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)

5. Start, Coast, Stop (SCS)

a. 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

(5) Watch timing of moving from box to stopping position

(6) Explain that a well timed coast may not require a stop action

b. 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. 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” and “spine.”

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

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)

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

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.

F. CATEGORY H: SWOOPING

- 1. Key teaching and observation points
 - a. legs fully extended
 - b. knees at box width
 - c. head up
 - d. body arched
 - e. arms swept back just past 90 degrees
 - f. hands above the hips spilling air
- 2. Teaching method
 - a. Have the student lay on a creeper or mat.
 - (1) start in the neutral box position
 - (2) say Delta and watch for full leg extension first, maintaining the arch, then arms sweeping back
 - (3) the legs should lead the arms. Hold the students feet and as he gives the leg input lift the legs.
 - (4) a wide body stance helps maintain stability and directional control.
 - (5) remind the student if he is having trouble moving in a straight line, he needs to widen his knees and bring his arms closer to 90 degrees in relation to his torso
 - b. Start, coast, stop - stair-step approach
 - (1) this is a series of starts and coasts that is used to maintain control while diving to the formation
 - (2) remember the coast is the assessment phase. The student will need to start into the delta, then coast to assess both his vertical and horizontal distance to the formation, then start again
 - (3) the student will do several starts and coast until he is level with the formation approximately five to 20 feet away
 - (4) the student will then use forward motion to close the distance and take grips.
 - c. Flaring for the stop
 - (1) this is a combination of the full de-arch used to stop downward motion and full backward motion used to stop forward motion
 - (2) to initiate the Flare, push arms forward, while de-arching and slightly dropping the knees
 - (3) the longer the coast phase, the less aggressive the stop will need to be
 - (4) this also helps to ensure ending up on level with the formation at the end of a swoop.
 - d. The student will use his previously learned skills to accomplish arriving on level 5-20 feet from the formation
 - e. If during the coast phase of a swoop the student

sees he is close, but high, he should be trained to use downward motion to get level

f. if the student sees he is level but far away, he should be trained to track to close the distance while conserving altitude

4. Safety considerations

a. the student should always keep the formation and the approach path in sight during the swoop

b. The student should keep an option to turn off to one side of the formation to prevent an impending collision

c. when jumping with larger groups, swooping to a position to one side or the other can interfere with the approach of another jumper

5. The Coach Examiner demonstrates a complete lesson on swooping

G. BREAK-OFF SEQUENCE

1. Students must learn to initiate a break-off sequence that ensures a deployment in clear airspace at the correct altitude

2. Breakoff - key teaching and observation points

a. The student signals with a wave to start the breakoff

b. the student turns 180 degrees from the center point of the formation

c. Track

d. Flare (stop)

e. One big, deliberate wave to signal deployment

f. Pull at the assigned altitude

3. Break-off teaching method

a. One effective break-off method uses the “count of eight”

(1) the student begins to count to eight in one second intervals as the turn for tracking is initiated

(2) the student counts two, three and four while tracking

(3) the track is stopped with a flaring technique at the count of five

(4) wave-off is initiated at six

(5) the pull is initiated at seven, with deployment starting by eight

(6) practice the break-off sequence until smooth

b. Explain to the student that count of eight never goes away, however as he becomes a more proficient tracker he will gain more speed and distance, and lose less altitude during that same eight seconds

c. The count of eight will require a break-off at least 1,500 feet above the planned deployment altitude

d. Students must break off high enough to provide tracking practice and to meet the advancement criteria of 50 feet for Category G and 100 feet for Category H

e. Recommended opening altitudes are 3,500 feet for Category G and 3,000 feet for Category H

4. Freeflying groups require higher break-off altitudes.

a. Freeflying's faster fall rates mean greater

- altitude loss during break-off procedures.
 - b. Jumpers in fast-fall positions must dive steeply until clear of any jumpers above before beginning an effective flat track with a slower descent rate
 - c. The student should review the break-off procedures for group freefall and freeflying outlined in Section 6 of the Skydiver's Information Manual
5. The Coach Examiner demonstrates a complete lesson on the break-off sequence.

ACCELERATED FREEFALL INSTRUCTOR RATING COURSE

Section 1

A. WHAT IS A USPA ACCELERATED FREEFALL (AFF) 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 AFF Instructor may—
 - a. exercise all privileges of the USPA Coach rating
 - b. conduct AFF-type jumps, the AFF first-jump course, and transition training to AFF
 - c. conduct training in the general portions of any first-jump course
 - d. train and supervise jumps with non-methodspecific 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 a USPA Instructor who holds that method-specific rating.
4. Candidates may earn the USPA AFF 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
 - d. logged six hours of freefall time
 - e. completed the USPA AFF Instructor Proficiency Card (applicable portions)

f. successfully proven ability by successfully completing the written and practical AFF evaluation process with a USPA AFF Instructor

B. AFF TRAINING BACKGROUND

1. Unsanctioned harness-hold training had been done prior to its adoption by USPA
 - a. a jump with talk show host Johnny Carson, in 1968, with Bob Sinclair acting as instructor
 - b. remedial jumps for static-line progression students with instability problems
 - c. the U.S. Army Parachute Team and the Military Freefall School
2. Harness-hold training wasn't feasible until the concurrent adaptation of—
 - a. modern automatic activation devices
 - b. instructors well trained in the method
 - c. modern student piggyback equipment for students in the late '70s, of which USPA Instructor Ken Coleman, working with Strong Enterprises, was an innovator
3. The Accelerated Freefall method of harness-hold training was developed in the late 1970s under the leadership of Coleman as an alternative to static-line training.
4. USPA approved and adopted Coleman's Accelerated Freefall program in October, 1981 and began issuing AFF ratings later that year.
5. Other harness-hold progression programs have since been developed under different names.
6. USPA outlines its recommendations for harness-hold training under the name USPA Accelerated Freefall in the USPA Integrated Student Program.

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 Instructor Examiner
 - b. challenge the course by passing the written examination successfully conducting two ground preparations and three air skills evaluations with a USPA AFF Instructor Examiner
 - (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
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.

D. WHO MAY CONDUCT THIS COURSE?

1. An AFF Instructor Examiner who has maintained currency as follows: conducted at least one USPA AFF Instructor Rating Course within the past 24 months
2. Continues to meet all of the requirements to qualify as a course evaluator (listed in Section E, "How to become a USPA AFF Instructor Examiner.")

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 under the direct supervision of an AFF Instructor Examiner
 - d. Successful completion of the Instructor Examiner Rating Course
 - e. Attended the biennial AFF standardization meeting
 - f. USPA D License
 - g. Provide USPA Headquarters with a written recommendation from the examiner of the qualifying USPA AFF Instructor Rating Course.
2. Evaluators
 - 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 who has registered the course with USPA
- 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

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 must satisfactorily conduct at least one complete AFF evaluation jump with an AFF Instructor Examiner or evaluator acting as a student, to include all jump preparation, supervision during the jump and debriefing.
- 2. pass the General USPA Instructor and AFF Instructor written exams with a score of at least 80%
- 3. For all others persons
 - 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%

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.

G. WHAT IS REQUIRED TO PASS THIS COURSE?

1. Practical: Candidates for the USPA AFF Instructor rating will be evaluated during the course for their ability to—

- a. understand the course material
- b. conduct effective ground training, using other candidates as stand-in students
- c. safely prepare, supervise, and perform in-air training of students making AFF jumps with AFF evaluators acting as students

2. Written: 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:

- a. this syllabus
- b. the complete ISP syllabus
- c. the USPA Basic Safety Requirements
- d. SIM Section 5
- e. FARs

3. 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 instructor examiner.
- b. The rating must be processed at USPA Headquarters to be considered valid after the 30-day grace period expires

H. KEEPING AN AFF INSTRUCTOR RATING CURRENT

1. USPA AFF Instructors may annually renew their ratings with their USPA membership by paying the annual rating renewal fee and providing documentation of any of the following:

- a. that the rating was initially earned within the previous 12 months (renewal fee and signature required)
- b. that the applicant has met the annual rating renewal requirements by performing all of the following within the previous 12 months:
 - (1) acted as instructor on 15 AFF student jumps
 - (2) attended a USPA Instructor seminar
 - (3) conducted training or complete review training in Category A for AFF
 - (4) acquired the signature of a current S&TA, I/E, or member of the USPA Board of Directors on the renewal application to verify that the renewal requirements were met
- c. having met the renewal requirements for an expired rating

2. For persons with an expired USPA AFF rating (between one and two years), they must satisfactorily conduct at

least one complete AFF evaluation jump with an AFF Instructor Examiner acting as a student, to include all jump preparation, supervision during the jump and debriefing.

3. For persons with expired ratings greater than two-years, audit the ground training portion of an AFFIRC and complete one ground training session (Category D) and make two evaluation jumps.

4. A skydiver may not verify his or her own rating renewal requirements.

5. Renewing a higher rating automatically renews all ratings below it.

I. COURSE OVERVIEW

1. USPA's Integrated Student Program for AFF students

a. the first-jump course

b. first-jump course performance standards

c. Categories B-E, basic skydiving skills

d. group skydiving skills

2. AFF method

3. Problem solving

4. General instructor's duties

5. Jump preparation and equipment checks

6. Demonstration and practice sessions

7. Evaluation section

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-methodspecific 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 registered with USPA headquarters

B. IAD AND STATIC-LINE TRAINING BACKGROUND

- 1. Both training methods employ a means of deploying the parachute on exit during the initial training jumps, followed by independent solo freefall training.
 - a. instructor-assisted deployment
 - (1) operated under waiver to the BSRs at several USPA drop zones prior to approval
 - (2) was accepted by USPA in 1995
 - (3) allows a center to use one type of main deployment system for all solo student training
 - b. Static line is the oldest means and was once the only means of introducing students to the sport.
- 2. IAD and static-line training follow the same progression in the USPA Integrated Student Program syllabus.

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 current USPA Instructors rated in another method
- 2. Each candidate is required to arrive at this course with all prerequisites completed, as specified on the IAD and Static-Line Instructor Proficiency Card.
- 3. The course will cover the USPA Integrated Student Training Program—
 - a. as it applies to IAD or static-line training
 - b. subsequent training and jumps to the A license
 - c. transition from another training discipline
- 4. The classroom, training, and evaluation for this course should be conducted over a minimum of three full days.
- 5. This course may requalify USPA Instructors who have let their IAD or static-line rating lapse.

D. WHO MAY CONDUCT THIS COURSE?

- 1. A Static-Line or IAD Instructor Examiner who has

maintained currency as follows: conducted at least one USPA Static-Line or IAD Instructor Rating Course within the past 24 months

2. Continues to meet all of the requirements to qualify as a course evaluator (listed in Section E, "How to become a USPA Static-Line or IAD Instructor Examiner.")

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 50 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
- g. USPA D License
- g. Provide USPA Headquarters with a written recommendation from the examiner of the qualifying USPA Static-Line or IAD Instructor Rating Course.

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 staticline 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 instructor examiner who has registered the course with USPA

e. are supervised by the instructor examiner, 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:

- 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

F. WHAT IS REQUIRED TO PASS THIS COURSE?

1. Candidates for the USPA IAD and Static-Line Instructor rating will be evaluated during the course for their ability to conduct training and jumps for students making jumps in their discipline and through the USPA A license.

a. Candidates for the USPA IAD Instructor rating will be evaluated during the course for their ability to understand, safely prepare, and handle instructor-assisted deployment jumps with handdeployed pilot chutes during actual IAD jumps using as simulated students either evaluators or jumpers with at least 100 jumps who hold a USPA B or higher license.

b. Candidates for the USPA Static-Line Instructor rating will be evaluated during the course for their ability to understand, safely prepare, and handle commonly used static-line equipment during actual static-line jumps using as simulated students either evaluators or jumpers with at least 100 jumps who hold a USPA B or higher license.

c. All candidates will successfully train, observe, and critique at least one freefall jump taken from the static-line and instructor-assisted deployment dive flows in Categories D and performed by the instructor examiner or evaluators supervised by the instructor examiner during the course (waived for instructors who hold a USPA Instructor rating in another discipline).

2. Written: 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:

- a. this syllabus
- b. the complete ISP syllabus
- c. the USPA Basic Safety Requirements
- d. SIM Section 5
- e. FARs

3. 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 instructor examiner.

b. The rating must be processed at USPA headquarters to be considered valid after the 30-day grace period expires

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 satisfactorily conduct at least one complete student evaluation jump with an IAD or Static-Line Instructor Examiner 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.

2. Pass the IAD or Static-Line Instructor Course written exam with a score of at least 80%

3. For all others persons

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.

c. Demonstrate competence to spot for a student.

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.

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

4. 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.

H. KEEPING A USPA IAD OR STATIC-LINE INSTRUCTOR RATING CURRENT

1. USPA IAD and Static-Line Instructors may annually renew their ratings with their USPA membership by paying the annual rating renewal fee and providing documentation of any of the following:

a. that the rating was initially earned within the previous 12 months (renewal fee and signature required)

b. that the applicant has met the annual rating renewal requirements by performing all of the following within the previous 12 months

(1) acted as instructor for ten IAD or static-line students (per rating) or ten licensed skydivers acting as simulated students (per rating) who have been fully briefed on the procedures related to that particular exit and deployment method and acted as an instructor for five freefall students who have not yet been cleared to freefall self-supervision

(2) attended a USPA Instructor seminar

(3) has conducted training or complete review training in Category A for the method in

which the instructor is rated

(4) acquire the signature of a current S&TA, I/E, or member of the USPA Board of Directors on the renewal application to verify that the renewal requirements were met

c. having met the renewal requirements for an expired rating

2. A skydiver may not verify his or her own rating renewal requirements.

3. Renewing a higher rating automatically renews all ratings below it.

I. COURSE OVERVIEW

1. USPA's Integrated Student Program for IAD and staticline students

a. the first-jump course

b. first-jump course performance standards

c. Categories B-E, basic skydiving skills

d. group skydiving skills

2. IAD and static-line methods

3. Problem solving

4. General instructor's duties

5. Jump preparation and equipment checks

6. Demonstration and practice sessions

7. Evaluation

TANDEM INSTRUCTOR RATING COURSE

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-methodspecific 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. three years in the sport
- 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 Instructor Examiner.
- h. completed the USPA Tandem Instructor Proficiency Card
- i. satisfactorily completed a USPA Tandem Instructor Rating Course, registered with USPA headquarters 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 instructor examiner will enter into the candidate's logbook the type of tandem system for which the USPA Tandem Instructor is rated.

B. TANDEM TRAINING BACKGROUND

1. Tandem jumping officially began in the United States when the FAA issued an exemption to two Florida equipment manufacturers, Strong Enterprises and the Relative Workshop, now known as United Parachute Technologies, to conduct tandem jumping as an experimental program.
2. USPA began issuing tandem ratings to factory-trained instructors in 1996.
3. On July 9, 2001, tandem jumping became legal without an exemption as part of a major revision to FAR 105.
4. Tandem jumping is recognized as the most popular

method for first-time jumpers.

5. Tandem jumping has always been conducted under two philosophies, according to school policy and with varying degrees of application.

- a. an introductory or orientation jump where the USPA Tandem Instructor conducts a minimum safety briefing and controls as many aspects of the jump as possible
- b. complete first-jump course training toward independent solo jumping, with the student participating in as much of the jump as possible

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 current USPA Instructors rated in another method
2. Each candidate is required to arrive at this course with all prerequisites completed, as specified on the Tandem Instructor Proficiency Card.
3. The course will cover the USPA Integrated Student Training Program
 - a. as it applies to tandem training
 - b. subsequent training and jumps to the A license
 - c. transition from another training discipline
4. The classroom, training, and evaluation for this course should be conducted over a minimum of three full days.
5. This course may requalify those who have let their USPA Tandem Instructor rating lapse.

WHO MAY CONDUCT THIS COURSE?

1. A Tandem Instructor Examiner who has conducted at least one USPA Tandem Instructor Rating Course within the past 24 months
2. Continues to meet all of the requirements to qualify as a course evaluator (listed in Section E, “How to become a Tandem Instructor Examiner”).

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 50 Tandem evaluation jumps under the direct supervision of a Tandem Instructor Examiner
 - e. Manufacturer Examiner Endorsement for the equipment type in use for the rating course
 - f. Successful completion of the Instructor Examiner Rating Course
 - g. USPA D License
 - h. Provide USPA Headquarters with a written recommendation from the examiner of the

qualifying USPA Tandem Instructor Rating Course.

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 instructor examiner, who has registered the course with USPA.

e. Evaluators are supervised by the instructor examiner, 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 Instructor Examiner

c. evaluators designated by the Tandem Instructor Examiner

d. in the initial evaluation phase: with the instructor examiner'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

F. CHALLENGING THE TANDEM COURSE OR

RENEWING AN EXPIRED USPA TANDEM INSTRUCTOR RATING

1. For persons with a current non-USPA tandem rating of one of the current types recognized by USPA or with an expired USPA Tandem Instructor rating:

- a. Meet manufacturers currency requirements
- b. Perform at least one jump on a tandem assembly with a USPA Tandem Instructor Examiner acting as a student.
- c. Pass the Tandem Course written exam with a score of at least 80%.
- d. For transition training, the candidate must be trained according to the manufacturer's requirements.

2. For all other persons currently rated by a non-FAA Approved Tandem Manufacturer:

a. During tandem jumps, demonstrate the ability to perform all of the following:

- (1) Establish and maintain stability throughout the jump.
- (2) Recover from intentional, planned instability on exit.
- (3) Heading control during tandem freefall and droguefall.

b. Earn a score of Satisfactory of all sections and subsections of the tandem in air skills and instructional evaluation form and the Training, Supervision, and Debriefing Evaluation Form.

c. Correctly and completely rig a simulated student for a tandem jump and complete a satisfactory pre-jump check of all associated systems.

d. Conduct five successful initial tandem evaluation jumps.

e. Correctly prepare and check a solo student's equipment including canopy selection, prior to rigging up.

f. Complete one satisfactory Category D freefall and canopy training sessions and air evaluation during a Tandem Instructor Rating Course.

g. Conduct five practice tandem jumps.

h. Pass the Tandem Course written exam with a score of at least 80%.

3. Any person currently rated by an FAA approved Tandem Manufacturer may obtain a USPA Tandem Rating by challenging the Tandem Course and meeting all the prerequisites for the USPA Tandem Instructor rating from current types.

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 Instructor Examiner.

b. practice tandem phase

(1) The candidate will make a minimum of five tandem jumps acting as instructor with qualified experienced jumpers acting as student.

(2) 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 Instructor Examiner, 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.

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 instructor examiner or evaluators supervised by the instructor examiner 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 instructor examiner.

b. The rating must be processed at USPA headquarters to be considered valid after the 30-day grace period expires.

H. KEEPING A USPA TANDEM INSTRUCTOR RATING CURRENT

1. Meet all manufacturers currency requirements.

2. USPA Tandem Instructors may annually renew their ratings with their USPA membership by paying the annual rating renewal fee and providing documentation of any of the following:

- a. that the rating was initially earned within the previous 12 months (renewal fee and signature required)
 - b. that the applicant has met the annual rating renewal requirements by performing all of the following:
 - (1) acted as tandem instructor on a minimum of 15 tandem jumps within the previous 12 months, including one within the previous 90 days on the specific system to be used for conducting tandem jumps with students
 - (2) present proof of a current FAA Class 3 (or higher) Medical Certificate or an equivalent acceptable to USPA
 - (3) attended a USPA Instructor seminar within the previous 12 months
 - (4) has conducted training or complete review training in Categories A and B for tandem jumping
 - (5) acquired the signature of a current S&TA, I/E, USPA Tandem Instructor Rating Course director, or member of the USPA Board of Directors on the renewal application to verify that the renewal requirements were met
 - c. met the renewal requirements for an expired rating
3. A skydiver may not verify his or her own rating renewal requirements.
4. Renewing a higher rating automatically renews all ratings below it.

I. COURSE OVERVIEW

- 1. USPA's Integrated Student Program for tandem students
 - a. the first-jump course
 - (1) orientation jump
 - (2) for ISP Category A objectives
 - b. first-jump course performance standards
 - c. Categories B-E, basic skydiving skills
 - d. group skydiving skills
- 2. Tandem method
 - a. equipment
 - b. routine procedures
 - c. tandem problem solving
 - d. tandem emergencies
 - e. freefall student emergencies
- 4. General instructor's duties
- 5. Jump preparation and equipment checks
- 6. Demonstration and practice sessions
- 7. Evaluation