



**Australian Parachute Federation**

# **Course Trainer Guide**



**VERSION 01-2021**

**STATUS: EDUCATIONAL/ADVISORY**

**Warning**

***Parachuting and flying in parachuting aircraft can be dangerous.***

This guide is not a do-it-yourself guide to skydiving instruction  
and should only be used while under the supervision of a qualified APF instructor.

**IMPORTANT: Version Control**

It is important that members refer to the current version of this Guide. Current Version number is shown on the front cover and in the below table. As this Guide is administered exclusively by the APF, it will be updated and amended when and as required.

Significant changes made from the previous version are shown in Amendments.

CURRENT VERSION	RELEASE DATE
01-2021	01 July 2021

PREVIOUS VERSIONS	REPLACED BY

**AMENDMENTS**

VERSION	AMENDMENT DETAILS
	•

©2021 Australian Parachute Federation Ltd.

For further information visit [www.apf.com.au](http://www.apf.com.au)

This work is copyright. You may download, display, print and reproduce this material in unaltered form only (retaining this notice) for your personal, non-commercial use or use within APF organisations.

This document is offered as a free download to APF members.  
Alternatively, contact the APF Office for a paper copy at a cost of \$5.00



## Contents

<b>PART 1 - THE COURSE TRAINER .....</b>	<b>4</b>
1.1 Responsibilities and Privileges of a Course Trainer .....	4
1.2 Requirements for the Course Trainer Endorsement .....	5
1.3 Preparing for the Course Trainer Endorsement .....	5
<b>PART 2 - COURSE TIMETABLE .....</b>	<b>5</b>
<b>PART 3 - PREPARING FOR THE ENDORSEMENT .....</b>	<b>6</b>
<b>PART 4 - COURSE ORGANISER'S GUIDELINES .....</b>	<b>7</b>
4.1 The Course Convenor .....	7
4.2 Feasibility check .....	7
4.3 Arrange a suitable venue .....	7
4.4 Use the best available lecturers .....	7
4.5 Know what is involved .....	7
4.6 Check all arrangements seven days prior to course.....	7
4.7 Course Staff meeting .....	8
4.8 Assessments .....	8
<b>PART 5 - CREATING A SYLLABUS.....</b>	<b>8</b>
<b>PART 6 - COURSE CONVENOR'S GUIDELINES.....</b>	<b>8</b>
6.1 Keep to the timetable .....	8
6.2 What about flexibility? .....	8
6.3 Conducting the course .....	8
<b>PART 7 - COURSE TRAINER COURSE SYLLABUS.....</b>	<b>9</b>
<b>APPENDIX A .....</b>	<b>10</b>
<b>SAMPLE LESSON PLAN .....</b>	<b>10</b>
<b>APPENDIX B .....</b>	<b>11</b>
<b>SAMPLE SYLLABUS - INSTRUCTOR COURSE.....</b>	<b>11</b>

## PART 1 - THE COURSE TRAINER

The APF Course Trainer Endorsement is one of the most important roles in the APF system.

In addition to providing skills and knowledge in the role of teaching and mentoring, the Course Trainer is the first Instructor and parachutist which students develop a relationship with and as such is a critical ambassador for the sport.

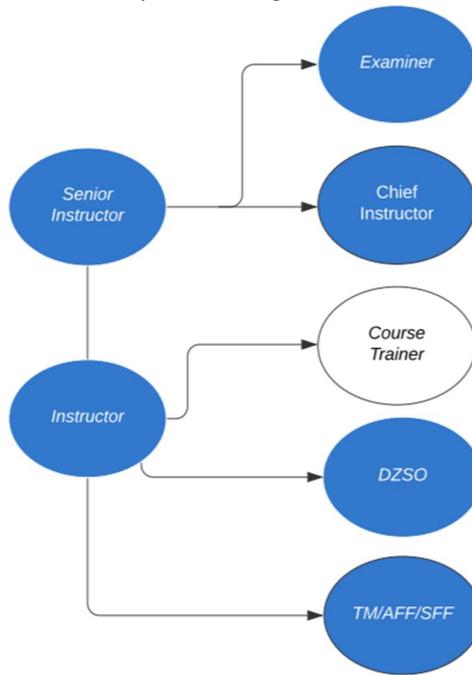
A Course Trainer is an experienced and knowledgeable skydiver, who introduces students to this wonderful new world, they therefore have a great deal of influence upon the student's future attitudes and actions. Because of this influence, the APF expects candidates to be an above average jumper with a safe and professional attitude.

A Course Trainer is much more a teacher or lecturer than any of the other APF Endorsements. Course Trainers are expected to conduct their lessons and courses in a manner consistent with the principles first learned in the APF Instructor Guide. Their skills will then be further developed with continued interaction with students and the instructor's personal commitment to maintaining a "world's best practice". Course Trainers are the APF's front line educators and only candidates who hold high levels of the characteristics of good instructors described in the Instructor Guide should consider applying.

As well as First Jump Courses and initial training in Emergency Procedures, Course Trainers can conduct training for experienced jumpers for any rating or endorsement the Course Trainer holds. This advanced training can include Tandem or AFF endorsements all the way up to Senior Instructor Ratings.

The Course Trainer also conducts courses in high altitude descents, water landings and night jumps.

The Course Trainer is a prerequisite on the way to becoming a Senior Instructor and Chief Instructor.



---

### 1.1 Responsibilities and Privileges of a Course Trainer

**Responsibilities to Students include:**

- Ensuring Students receive safe and competent instruction
- Setting a good example
- Applying sincere interest in the student's progress
- Portray an active self-improvement program; be proficient as a sport parachutist; examine your attitude as a jumper and as an instructor regularly
- Making reasonable efforts to ensure you are operating at a "world's best practice"

- Always being mindful that Course Trainers, by the attitude they convey or the knowledge they communicate, hold a degree of control over the student's future wellbeing and safety.

**Responsibilities to Instructors includes:**

- Being responsible for the training of parachuting Instructor candidates
- Only assessing candidates for instructor ratings and endorsement as authorised by the APF
- Conducting all training for Instructor ratings and endorsements in accordance with the Instructor Examiners manual and the APF Operational Regulations and Regulatory Schedules

**Note:** *Operational Regulations 14.5 state that only instructors who hold a Course Trainer endorsement are authorised to instruct student parachutists in emergency and classroom training, or to conduct classroom training of novice parachutists.*

---

## 1.2 Requirements for the Course Trainer Endorsement

Candidates must meet all course prerequisites:

- Meet the minimum requirements set out in Regulatory Schedule 53 Part 4.4
- Hold at least a valid Certificate E
- Have either:
  - (i) held a valid Instructor rating with an AFF or SFF endorsement for at least the preceding six months; or
  - (ii) held a Tandem endorsement and DZSO endorsement for at least the preceding 12 months and completed a minimum of 500 descents as TM; or
  - (ii) completed a trainer qualification approved by the STM
- The approval of the STM or the Chief Instructor under whom the applicant intends to be registered and the STO
- Pass the written, oral and practical assessments as set by the APF
- The recommendation to receive the rating by the Examiner

---

## 1.3 Preparing for the Course Trainer Endorsement

This course deals mainly with instructional techniques, lesson preparation and presentation and overall knowledge of a dropzone operation. It is therefore necessary to arrive at the course with a thorough knowledge of the relevant sections of the CASA Specifications, APF Operational Regulations and Regulatory Schedules, as well as revise all the information provided in the APF Instructor Guide.

It is also recommended that the candidate:

- Prepare a full set of lesson plans, utilising information for a First jump Course as set out in the TOM
- Have assisted a Course Trainer in the conduct and delivery of at least four first jump courses, including participating in lessons at a dropzone
- Ensure knowledge of any administrative information required (accommodation, training aids, laptops etc)

---

## PART 2 - COURSE TIMETABLE

The timetable will be planned by the course facilitator in consultation with the STO and the candidates. The course should be at least five (5) days in duration

The candidate will be practically examined on the conduct of two lessons, chosen at random, from the candidate's lesson plans. These lessons will be presented to an assessment panel. The Assessment Panel is made up of an Instructor Examiner and a minimum of two Course Trainers.

The assessment process consists of written, oral and practical components.

The assessments are sent to the course Examiner when the candidate and course details are finalised.

An 80% pass mark is required for each assessment component.

### **Written**

The written assessment consists of 100 questions.

The questions are divided into 5 sections:

- Section 1: Regulations – 50 questions
- Section 2: Instructional Technique – 20 questions
- Section 3: Operational Procedures – 10 questions
- Section 4: Equipment – 10 questions
- Section 5: General Knowledge – 10 questions.

### **Oral**

The oral section of the assessment is designed to probe the candidate's knowledge of the operational aspects of student training, particularly those aspects which cannot be covered in the practical assessment.

### **Practical**

The practical assessment requires the candidate to prepare lesson plans and deliver those lessons. The candidate is also required to supply to the examiner, lesson plans covering the entire First Jump Course for the training table they intend to teach.

## **PART 3 - PREPARING FOR THE ENDORSEMENT**

Candidates will be required to have in depth knowledge of the APF Instructor Guide. There is minimal new material for a Course Trainer to learn which is not already included in the Instructor Guide.

Topics covered in the Course Trainer course includes:

- Lesson plans
- giving instructions
- teaching skills
- understanding people
- motivating students
- how people learn
- time periods for learning
- delivery technique and
- the use of drill periods.

Some of the Instructor Guide material will make more sense in the context of the Course Trainer Endorsement. For example, correct questioning technique – ask, pause, nominate – will be more effective for a Course Trainer in a classroom of 12 students than it will be for an AFF Instructor with an AFF student during their stage 5 brief.

The qualities of a good instructor will have greater significance for the Course Trainer who will spend a whole day in front of a class of students. Any deviations from the ideal or any short comings on the instructor's behalf will be immediately apparent. Some of the requirements for a Course Trainer will engage different aspects of the characteristics of a good instructor – a genuine desire to teach will be key to being a successful course trainer.

First Jump Course students will quickly recognise any short comings or lack of knowledge in a Course Trainer. Encouragingly, as the Instructor Guide states, not knowing everything is fine, it is important to be honest and upfront with people to maintain confidence and trust.

Sitting in on First Jump Courses will increase candidates understanding on how courses are structured. It may seem a long day to sit through what you think you already know, but like new TMs going for a front ride, the lesson you learn is always worth the price you pay.

## **PART 4 - COURSE ORGANISER'S GUIDELINES**

Course Trainer courses are not offered regularly. It is important when organising a Course Trainer course to give appropriate notice to Members, dropzones and CI's. Enrolling a full course of candidates optimises the efficacy of the course resulting in higher number of qualified Members.

### **4.1 The Course Convenor**

---

The Course Convenor will be the person who will be conducting and running the course.

The Organiser should appoint a suitable Convenor if they are not intending to run the course themselves. A suitable Convenor should be well qualified in the rating or endorsement for which the course is intended and have no other commitments for the duration of the course.

### **4.2 Feasibility check**

---

When sufficient applications have been received to justify conducting the course, calculate a final cost estimate, advise candidates of the course fee and request deposits. Once the deposits are received and the number of candidates is confirmed, only then should the organiser then confirm the course is proceeding.

### **4.3 Arrange a suitable venue**

---

Attending a dropzone is required for parts of most courses, there may be venue alternatives such as colleges and universities, Youth Hostels, Sporting facilities and local, state government or Commonwealth facilities. These alternative venues may also offer food and refreshments options and/or accommodation options.

When arranging the venue, consider these factors:

- How many people must be catered for?
- Will they need accommodation?
- Are meals and refreshments available on site?
- Will any transport arrangements have to be made?
- Are teaching aids available or will you have to supply them?
- Are the classrooms and facilities suitable?

### **4.4 Use the best available lecturers**

---

Candidates will refer to the standards set at the course as a role model. Ensure the lecturers and instructors portray the quality of standards required.

Where possible, engage guest speakers who are specialists in their fields, even if they give only part of the presentation on their subjects (it is sometimes difficult to obtain a specialist for more than a short period). Make every effort to obtain an outstanding speaker for each topic. The more successful you are in obtaining these specialists, the more rewarding your course will be for both the candidates and the staff.

### **4.5 Know what is involved**

---

Study the subject outlines in the course syllabus so that you are familiar with the entire course objectives.

### **4.6 Check all arrangements seven days prior to course**

---

One week prior to the course start date, check all arrangements to ensure that everything is going according to plan. If the course has had a long lead time, send out reminders to everybody who will be attending. Ensure that all pre-course and hand-out material has been completed and is in readiness.

Ensure:

- All necessary support equipment and facilities are available;
- All staff are identified and are aware of their specific tasks;
- All candidates have been notified of the timetable

#### **4.7 Course Staff meeting**

---

Immediately prior to the commencement of the course, hold a meeting of the staff to assign duties and responsibilities. There should be a detailed briefing followed by a question-and-answer session. If there are any problems, they should be resolved at this time.

Do not take it for granted that everybody is fully prepared. Check to ensure that everybody is in readiness to deliver their part of the program.

It is good practice to have one or two 'trouble shooters' on the staff who are not scheduled to take part in presenting, rather are available to fill in for absent or indisposed personnel.

#### **4.8 Assessments**

---

Will this course end with assessments in the subjects taught? Have you organised through the STO to have an Instructor Examiner available and any other Examiners as necessary?

### **PART 5 - CREATING A SYLLABUS**

Before the course can proceed and exams be issued, the Course Trainer must supply an intended syllabus to the STO for approval. This is to ensure at least the course minimums are covered. It is important to note that this does not need to be a course timetable, but simply an outline of what will be taught so the STO is satisfied the course is comprehensive. The syllabus should be prepared well beforehand and once the details of candidates and location are confirmed, the syllabus can be transposed onto an actual timetable to be distributed. If this is the first course run by a particular individual, the STO may require more precise details than they would of a more experienced trainer.

To assist in developing a course syllabus, consult the respective rating and endorsement guides and discuss with a CI or other Course Trainers. It will take quite a bit of thought and effort and needs to be prepared well ahead of time.

See Appendix B for an example Instructor Course syllabus.

### **PART 6 - COURSE CONVENOR'S GUIDELINES**

The Course Convenor is the person who will conduct the course. They should allow sufficient time to be fully briefed by the Course Organiser, inspect the facilities and aids, and be on site for the staff meeting.

#### **6.1 Keep to the timetable**

---

Course Trainer courses are complex, with many moving parts. For this reason, the timetable should be strictly adhered to. Failure to keep to the schedule can disrupt the timing of the course and cause problems. Should the course not run according to the prescribed schedule, this may threaten to completion of the course. This is particularly problematic for participants with travel plans, flights etc.

An inability to keep to the published syllabus demonstrates a lack of professionalism - one of the qualities which the course is instilling in the candidates.

#### **6.2 What about flexibility?**

---

Flexibility can be a useful tool, but with flexibility comes the responsibility to communicate all changes to all who may be affected. Once the syllabus is published, do not stray from it unless you have absolutely no alternative. If changes are necessary, make them with as little disruption to the program as possible and keep as much of the original program as intact as is possible.

#### **6.3 Conducting the course**

---

- Arrive early and set up the facilities.

- Post signs to direct candidates.
- Ensure outstanding balances are collected from candidates.
- Ensure that the registration desk is manned and operative.
- Verify that all teaching aids are available.
- Verify that all handouts, tests, etc. are available for lecturers.
- Ensure the syllabus allows candidates have sufficient rest time. This is an intensive course, candidates' performance will suffer if they become fatigued or overloaded.
- See that candidates who require extra training receive coaching, either outside the course schedule or from one of the 'trouble shooters' at a more convenient time.
- Conduct staff de-brief at the conclusion of each day or before commencing the next day to discuss and resolve any problems that may have arisen. A short de-brief allows a discussion while the details are still "fresh in the mind" and allows for any corrective actions to occur overnight, outside of the course timetable.
- Keep a record of each candidate's progress. These records must be completed by the lecturer or instructor at the end of each period. Filling them in at the end of the day or the end of the course is ineffective and defeats the purpose of using them.
- Ensure that the course is not disrupted by unruly behaviour. Be firm, fair and friendly but if trouble persists, do not hesitate to expel any person who is endangering the credibility of the course.
- Any or all suggestions/criticisms of the course should be recorded and forwarded to the APF Office along with the results of the course. Criticisms and feedback should be listened to sympathetically and professionally. The Course Convenor may have to resist the urge to interpret them as being personal.
- Results of the course should be made known to the candidates as quickly as possible.
- A written report should be prepared for each candidate detailing areas of strength and weakness with constructive suggestions as to how the weaknesses may be overcome.
- The strengths and weaknesses of candidates should be discussed in an objective manner with the CI with whom the candidate will be spending their probation period with.

## **PART 7 - COURSE TRAINER COURSE SYLLABUS**

### **COURSE TRAINER JOB AND RESPONSIBILITIES**

#### **INTRODUCTION: RUNNING AN INSTRUCTOR COURSE**

##### **METHODS OF INSTRUCTION:**

- Principles of instruction
- The learning process
- Mental rehearsal
- Lesson preparation
- Instructional technique
- Teaching and Training Aids

##### **PRACTICE TEACHING**

- Introduction
- Working with lesson plans
- Delivering lessons
- Practise Lesson Sessions
- Group Discussion

##### **INSTRUCTOR LEVEL COURSES**

- The Instructor Rating
- The DZSO course

##### **FIRST JUMP COURSES**

- Non-specific AFF, SL and SFF
- AFF specific
- SL and SFF specific
- AFF course outline
- SL and SFF course outline
- Briefing and debriefing student and novices

- Tandem
  - Tandem course outline
- SPECIALTY COURSES
- Orientation Flights
  - Night jumps
  - Water landings
  - High Altitude jumps
- OTHER COURSES
- CRW, Tracking and Freefly, Wingsuit
  - High Performance Landings
- USING THE APF TRAINING DESCENT TABLES
- EQUIPMENT
- CONVERSION COURSES
- Ripcord to hand-deploy pilot-chute
  - SOS to TAS
- DROPZONE MANAGEMENT
- SAFETY
- PARACHUTING REGULATIONS

## APPENDIX A

### SAMPLE LESSON PLAN

- PREPARATION:** Location, teaching aids required, method of delivery
- AIM:** To provide a sample lesson to candidates
- LECTURER:** Course Trainer
- TIME:** 40 minutes.
- REFERENCES:** APF Instructor Guide, APF Operational Regulations, Regulatory Schedules, Club Training Operations Manual.
- REVISION:** Any questions or drills learnt by the students previously which has relevance to this lesson.
- INTRODUCTION:** The aim of this lesson is.....  
The reason for this lesson is....  
By the end of this lesson you will know/be able to....
- CONTENT:** New information to be presented or skills to be taught. For skills, ensure correct technique of Demonstration, Explanation and Application as per the Instructor Guide.
- EVALUATON:** List of questions to ask students to ensure full assimilation of lesson content.
- SUMMARY:** Provide the students with key words or phrases which will allow them to recall the lesson.

## **APPENDIX B**

### **SAMPLE SYLLABUS - INSTRUCTOR COURSE**

#### **DAY 1**

##### **Becoming an instructor**

- Instructor Qualities
- Instructor Responsibilities and Duties
- Obtaining and Revalidating Ratings and Endorsements

##### **Course timetable**

- Written
- Oral
- Practical

##### **The APF structure and organisation**

- APF structural overview
- APF organisational structure
- APF document matrix

##### **Liability**

- Negligence
- Written assessment
- Risk minimisation

##### **Work health and safety–Fit for parachuting activities**

- Obligation to be unimpaired
- Maintain your health and fitness
- Fatigue
- Risk management, compliance, and response plan

##### **The instructor**

- Qualities of a competent instructor
- Techniques to avoid
- Student standards
- Giving instructions

##### **The student**

- Aptitude, ability and achievement
- Understanding people
- Motivating the student

##### **Learning**

- Types of learning
- Learning the senses
- Feelings that makes learning difficult
- Arousal level, the inverted U
- Sensory overload
- Positive and critical learning
- Repetition and over learning
- Forgetting over time
- Time periods for effective learning

##### **Teaching the lesson**

- Three principles of instruction
- Structure of a lesson plan

Preparation  
Revision  
Aims  
Content (Must know, Should know, Could know)  
Evaluation  
Summary  
Teaching – The 4 basic stages of delivering a lesson, PEPE  
Summary of teaching a lesson  
Example lesson plan structure  
Delivery techniques

## **DAY 2**

### **Teaching the lesson continuing**

Three principles of instruction  
Structure of a lesson plan  
Preparation  
Revision  
Aims  
Content (Must know, Should know, Could know)  
Evaluation  
Summary  
Teaching – The 4 basic stages of delivering a lesson, PEPE  
Summary of teaching a lesson  
Example lesson plan structure  
Delivery techniques

### **Mental training**

What is mental training  
Aim of mental rehearsal  
How to mentally rehearse  
When to use mental training  
Mental training for students

### **Training aids**

Classroom training aids  
Practical training aids

### **The instructor and the jump**

Student prerequisites and legal requirements

### **Ground Control Assistant (GCA) and Target Assistant (TA)**

Acting as Ground Control Assistant  
Acting as Target Assistant

### **Weather for instructors and spotting**

Turbulence  
Clouds  
Wind shear  
Inversion layers  
Thunderstorms and microbursts  
Dust devils  
Sea breeze  
Weather information  
How to generate the spot

### **Further training**

Freefall RW training

Tracking, Freely, CRW and Wingsuit training

**Incidents and accidents**

Five golden rules when handling incidents

Incidents – Always go directly to your Emergency Response Plan

Major accidents – Always go directly to the DZ's Emergency Response Plan

Managing the scene

Incident reporting

Media

**Emergency procedures**

Aircraft emergencies

Freefall emergencies

Canopy deployment problems

Landing emergencies

Low turns

**Equipment**

Fitting a parachute container on a student and gear checks

Sizing equipment and canopies

Back-up devices

**DAY 3**

**Exam preparation**

Mock Oral Exam

Written Exam Revision

**Exam**

Written Exam

Oral Exam

**Required reading for Course Trainer endorsement:**

- Instructor Guide.
- Course Trainer Guide
- Relevant Endorsement Guides (eg AFF, Tandem)
- Training Operations Manual
- Operational Regulations and Regulatory Schedules