Section 1

1-4.C.
1. Examiners who have taught five or fewer method-specific rating courses must use Evaluators who have evaluated in more than five rating courses of the same method.
2. Refer to each USPA instructional course outline for evaluator qualifications and attendance requirements.

Coach

C-1.D.
e. Conducted at least 25 Coach ground evaluations including the evaluation, scoring and debrief, under the direct supervision of a Coach Examiner (logged and verified on the Ground Evaluation Verification form), the ground evaluations for their requirement must be ground training on Category G1 or G2 as outlined in section C-11.

C-6 6-1 TRAINING AND DEMONSTRATION
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C-6 6-2 PRACTICE AND EVALUATION (entire section removed)

C-9
9-1 Skill Analysis
A. Introduction and Purpose of Skill Analysis
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9-3 Practice and Evaluation
A. Practice K. DEMONSTRATION
Course staff demonstrates correct debriefing technique during a mock debrief of a contrived student performance.
B. Evaluation L. DEBRIEF PRACTICE (CONTRIVED PERFORMANCE)
1. Each candidate conducts a successful debrief session of a contrived student performance.
2. Count successful sessions toward the practical teaching evaluations required to pass the USPA Coach Rating Course and log them on the USPA Coach Proficiency Card.
C. Evaluation (entire section removed)

C-11.C. GROUND TRAINING (complete rewrite)
1. The candidates and evaluators should be briefed together, following the applicable portions of the outline in the Candidate Evaluation section of this course.

2. Each candidate is expected to follow the ISP outlined for the Category G-1 and G-2. The candidate must pass with a score of 75% with no automatic unsatisfactory.

3. Lesson design and presentations for Category G-1 and G-2 include:
   a. preparation – lesson plans prepared, training aids available, and suitable teaching environment available
   b. explanation and demonstration on all required items
   c. student trial and practice – (vertical and horizontal training)
   d. review and evaluation – check on learning concepts (feedback, questions, testing etc.)
4. Ground training concepts and topics to be evaluated. Each candidate is evaluated on subject areas and sub-subject areas listed below:
   a. introduction
      (1) name
      (2) background
   b. student
      (1) motivations
      (2) physical condition: medical, vision, hearing, age, weigh, dental, scuba, injuries, blood donations, prescription and non-prescription drugs and alcohol
      (3) USPA membership, waiver, etc.
      (4) appropriate clothing (pocket, Jewelry)
      (5) non-jump background
      (6) logbook
      (7) video (if available)
      (8) student’s opinion of their performance of last jump
      (9) procedure to prepare for jump (time frame, etc.)
   c. skydive
      (1) state measurable goals clearly and succinctly (concept, flow-emphasis on breakoff and pull altitude)
      (2) relate goals to prior knowledge
      (3) relate goals to future goals (emphasis on safety)
      (4) accurate physical demonstration or video, if available, with minimal details to give big picture lesson and training environment preparation
      (5) thorough, complete, and correct information presented using standard resources
      (6) effective use of trial and practice with sufficient repetition
      (7) attention to detail of student’s performance with on the spot correction, using hand signals when possible
      (8) goals and skills broken into parts/details, with sufficient student practice for each
      (9) skills master individually, then combined in logical order
      (10) asked questions to check for deeper understanding
      (11) present scenarios to check deeper application
      (12) “show me” for review skills
      (13) “demo-do” for new skills
      (14) utilized strategies fitting for content
      (15) real-time dirt dives without interruption or prompting until autonomous
      (16) realism
   d. training aid use
      (1) aircraft mock-up
      (2) vertical trainer
      (3) horizontal trainer (body position and techniques must always be correct)
      (4) real time use (e.g., clock altimeter)
   e. canopy Control (10-15 minutes)
      (1) use of DZ photo or flight planner; walk in field
      (2) exit point and holding
      (3) landing pattern for the day and Canopy Dive Flow
      (4) landing procedure: flare height, stall recovery
      (5) effect of low turn
   f. meeting Student (20-Minute Call)
(1) equipment (ordinate with supervising USPA instructor)
(2) pre-jump equipment check (student and instructor)
(3) pre-boarding supervision
(4) full-dress rehearsal at mock-up or aircraft
(5) boarding

g. climb to altitude
(1) helmet and seat belt
(2) view of airport from aircraft
(3) deployment and breakoff altitude review (at correct altitude)
(4) student mental rehearsal
(5) student verbal rehearsal with instructor
(6) verify student's spotting (coach is responsible for the spot)
(7) supervision during pre-exit and climb out

h. opening to landing
(1) observe canopy control (if possible)
(2) set good example

i. debriefing (10 - 15 minutes)
(1) use of appropriate area (aircraft, mockup, etc.)
(2) student's view first
(3) student's perceptions correct
(4) coach's perceptions thorough and accurate
(5) proper review of video, if used
(6) emphasis on positive
(7) advancement/non-advancement decision
(8) corrective training
(9) introduction of objectives for next level (if advanced) and flow of dive
(10) paperwork, logbook entry and A-license proficiency card

5. Debrief and Observation

a. Schedule (either)
(1) The candidate uses the evaluator's performance on an in-air observation and supervision evaluation dive to prepare and conduct a debrief; limit 15 minutes.
(2) The evaluator presents the candidate with a student performance scenario, which the candidate uses to prepare and conduct a debrief; limit 15 minutes.

b. Count successful sessions toward the practical teaching evaluations required to pass the USPA Coach Rating Course and log them on the USPA Coach Proficiency Card.

IN-AIR OBSERVATION AND SUPERVISION
1. In this section, the coach rating candidate demonstrates the ability to observe, evaluate, and correct the evaluator, acting as a student, for category G1 and G2 evaluation jumps; common problems while performing simulated group freefall skills training jumps.

a. Category G-1 dive flow:
(1) floater exit (front, center, or rear) grips optional, evaluated using set up, launch and fly-away
(2) forward movement, evaluated using start coast stop
(3) docking
(4) break off
(5) tracking review

b. Category G-2 dive flow:
(1) floater exit (front, center, and rear) or inside exit, evaluated using set up, launch and fly-away
2. fall rate (fast fall and slow fall)
3. breakoff
4. tracking review

C. Category G canopy dive flow (included on both dive flow presentations)
   1. check altitude, position, and traffic
   2. make a sharp, controlled 90-degree turn
   3. reverse the toggle position aggressively and make a controlled 180-degree turn
   4. check altitude, position, and traffic - repeat to no lower than 2,500 feet, in case of line twist
   5. coach measures the student’s landing distance from a planned target

D.2. Each candidate is expected to follow the ISP outline for the jump to be trained and include all the points listed on the Coach Ground Evaluation Checklist.

G.1. Each candidate must obtain a score of 75% Satisfactory in at least the following ground training sessions.

b. Category G, Dive Plan 1 and 2 ground training— all topics from group freefall skills training

AFF

A-6-1.D. AIR EVALUATION
4. Evaluation begins when the evaluator’s torso clears the threshold and is directed to begin their setup at the door or step and ends—

Tandem

T-1.A.4.f.
(3) Currently acceptable medical certificates include the FAA Class 3 Medical Certificate, military flight or diver physicals that are required by their position or duty status by their military command authority, or, for foreign jumpers, the civil aviation medical accepted in the country where they will be exercising their tandem rating privileges

6.c.(8) Paraavis (PA)

F.1.
c. conduct training or complete review training for solo student first jump course and ISP ground training for tandem progression Categories A and B.
(and subsequent format changes)

G.

1.c. Completed items 2, 3, 4, 5, 6, 7 and 10 USPA 1, 2, 3, and the starred sections on the USPA Tandem Instructor rating course proficiency card.

2.c. Completed item 10 on the USPA Tandem Instructor rating course proficiency card.
3.d. Completed items 2, 3, 4, 5, 6, 7, 10 and 16 \[1, 2, 3, 15, \text{ and the starred sections} \] on the USPA Tandem Instructor rating course proficiency card.

4.d. Completed items 2, 3, 4, 5, 6, 7, 10 and 13 \[1, 2, 3, 11, \text{ and the starred sections} \] on the USPA Tandem Instructor rating course proficiency card.

H.2.b.
(4) In phase 2, the candidate must teach ISP ground training for Category A and B twice each during the practice tandem phase to include full debrief of the ride to altitude, jump and landing. At the completion of the practice tandem phase, when the candidate’s USPA Tandem Instructor Proficiency Card has all five jumps with an experienced jumper signed by a USPA Tandem Instructor or any USPA IE, and the card is sent to USPA Headquarters.

I.2.b.
(4) has conducted training or complete review training for solo student transition first jump course and ISP ground training for tandem progression in Categories A and B tandem jumping.

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T-6.C.
9. ground training, supervision, and debriefing (“ground”) evaluation: each tandem instructor candidate is evaluated in all the following subject areas:
   a. preparation – Lesson plans prepared, training aids available, and suitable teaching environment available
   b. explanation and demonstration on all required items
   c. student trial and practice – (vertical and Horizontal Training)
   d. Review and evaluation – check on learning concepts (feedback, questions, testing etc.)
   e. The use of whole part whole (why it’s important, expectations, criteria to pass, breakdown of parts, recombine parts and practice until autonomous)
   f. category A
      (1) equipment
      (2) aircraft procedures
      (3) exit
      (4) freefall body position
      (5) deployment
      (6) canopy flight procedures
      (7) landing
      (8) freefall and canopy dive flows
      (9) hand signals
      (10) emergency procedures
   g. category B
      (1) review category A training
      (2) leg awareness
      (3) heading awareness
      (4) freefall turns
      (5) written flight plan
(6) airport orientation
(7) emergency procedure review
h. supervision (equipment—three checks pre-boarding, boarding and pre-flight)
i. climb to altitude
   (1) seat belt
   (2) view of airport
   (3) deployment altitude review
   (4) mental review
   (5) verbal review
   (6) hand signal review
j. opening to landing
   (1) assisted student canopy control
   (2) student assisted flare
k. debriefing
   (1) walk and talk
   (2) video reviewed, if available
   (3) corrective training
   (4) decision to advance
   (5) preview next dive
   (6) paperwork

Instructor Examiner
IE-1.C.
1. This course may be attended by any USPA member in good standing, who can read, write and understand speak English, once any of the following criteria have been met:

G.1.
b. Meets the annual renewal requirements for the appropriate instructional rating. (Teaching the academic portion of any IRC meets the annual FJC requirement for that instructor rating.)