

A brief guideline for the PAI-affiliated schools

Select schools were awarded the affiliation to PAI, based on their reputation and the experience of the instructors who conduct the training in these schools. This guideline is in no way an attempt to create any doubt about the systems followed by any school.

If the PAI fails to maintain high standards, it will fail in its commitment to the community and lose credibility. As the PAI-affiliated schools, you are the main pillars of the PAI.

One should get into teaching only if one enjoys teaching and is passionate about the sport. Of course, one can and should earn his living from teaching. However, the sole intention of starting a training school should not be earning money. In fact, there are better ways to make money with less risks and efforts.

Here are some points to stay compliant with the PAI policies

Our sport is weather-dependent and flyable wind-window is at times unpredictable. Try and keep the student batch size reasonable so that the stress levels are low and risks are reduced. Maintain good student to instructor ratio in your school so that each student gets time to relax, before takeoff.

You are responsible for your students' safety; be fully aware and understand the limitation of the student as well as limitations of guiding a nervous student over radio. If you find a student who does not have the right attitude towards the sport, counsel him before you continue with his training. If he does not change his attitude, discourage /refuse his further training. Ask him to take a break.

Maintaining documentation and records is very important as this is the only way you can prove that you are following proper systems, rules and regulations.

Instructors of training school:

Minimum Instructor Skill level: Preferably over 5 years of active flying, with mastery over the skill-level he is teaching. Good theoretical knowledge of the sport and good communication skills to offer training. Thorough knowledge of the equipment used, syllabus and the rating system is a must, along with first-aid certificate. Instructors should be rated either by the PAI or any other recognised body. Experienced but unrated instructors should be given a grace-period within which they must get the required rating in place or take part in recertification workshops to ensure that their skills and knowledge are updated.

Standard Operating Procedure (SOP) Manual

All schools and clubs must prepare a brief manual about Standard Operating Procedure to be followed in their school. This should be ideally reviewed at least annually by the Chief Flying Instructor or someone specifically authorised to review the SOPs on behalf of the School. The manual must contain details of

operating procedures put in place by the school / tow-club to ensure compliance with the requirements in the Technical Manual. As a minimum, it must include all of the relevant content indicated in the PAI templates and annexures in the Technical Manual.

Site Registration

whenever a club or a school has negotiated the use of a site, then it is regarded by the PAI as the 'resident club/school' for that site and any other clubs or pilots wishing to fly from that site must contact that resident club before approaching the site-owner or entering the site. (Also refer to PAI TM 2020 V2 and PAI site selection guideline for more details)

Permissions for Hill-flying and Paramotoring/Towing sites

Official permission from the Airport Authority of India must be obtained for using any regulated airspace. It is advisable to inform in writing to the district administration, the district police, the forest department and the nearest police regarding the usage of a site for paragliding or paramotoring activity. Other permissions, if required, should be obtained from the appropriate authorities.

Daily Flight-Records

All schools and tow-clubs are required to maintain a daily flight-record. The record should contain name of the site, students / pilots, instructor(s) and tow-unit drivers. List the gliders and tow-line lengths used (where relevant) plus the training exercises or types of flight carried out. Weather and wind conditions should be recorded and also the take-off and landing timings. The daily flight-record sheets must be preserved for a minimum of 6 years.

Student Training Records

All schools are required to maintain a record of each student's training and progress, using the appropriate format. These records must be preserved for a minimum of 6 years. The training school should take responsibility for the skill level of their students and issue them the PAI certification/rating for their level of experience. This is important because, for higher levels, two CFIs will need to certify the skill level.

Incident-Reports (IRs)

Incident-reports (IRs) are the primary means by which the Association can monitor and maintain safety in the sport. An IR may require follow-up action quickly, or simply be used for analysis of trends e.g. in minor injuries. Selected reports are summarised and publicised to enable all instructors, operators, coaches and pilots to benefit by understanding the causes of incidents. IRs must be submitted to the PAI Office for any injury or damage, any equipment malfunction, or any circumstance which was unusual or could have led to an injury or damage, or which might lead to an insurance claim or adverse publicity. Further details of the procedures for reporting incidents are contained in PAI TM 2020 V2.

School Inspections

As a school you should make sure that your school inspection is done by the PAI, at least once in two years.

One of the TC's responsibilities is to monitor standards in schools and this is achieved through the inspection system. Every effort will be made to visit each school, approximately once in every two years,

using a team of PAI Inspectors. At the conclusion of the Inspection, the CFI is debriefed on the results. A written report is forwarded to the Panel Coordinator for analysis, and a copy provided for the CFI.

Training Courses

Training courses should be based on the PAI guidelines and rating system or systems followed by any recognised international body. Please make sure that your courses and syllabus complies with the PAI guidelines.

The following documents should be available for inspection at any given time

Ideal first contact Response for trainee student

Along with the basic information, make sure that the prospective student understands that this sport has inherent risks associated and that he is expected to cover himself through mediclaim and insurance. It should be explained that, though it is easy and safe to learn, the sport demands dedication, time and money. Importance of physical fitness level should be explained and a self-declaration to that effect should be obtained. This information should be on your website and also shared with prospective student individually.

The outline of the syllabus should be shared. The list of documents to be submitted and a brief note of what is expected from a student, before joining the course, should also be made available.

Suggested Student Enrollment process

- Basic assessment of students before joining for the course.
- Enrollment form with personal details, educational background etc.
- Self-declared fitness form – disabilities, mental and physical health issues.
- Indemnity bond explaining insurance, mediclaim, risk factors and liability.
- All students' records are to be maintained by the club and made available for inspection.

Suggested Training Syllabus guideline

Schools should design and follow their own syllabus, based on international standards for each level of the course conducted by them. Theoretical knowledge of students should be evaluated by conducting exams. All this information should be documented and made available for inspection. Refer to the PAI rating system, BHPA, USHPA, FFVL or APPI while drafting your syllabus.

Basic or introductory course: Along with practical skill development, there should be theory and video sessions as a part of the basic training. There should be proper evaluation of basic skill-level attained by the student, specially his motor skills and reflexes. If solo-flying is involved, the student should be able to narrate what he would do once he gets airborne and how he will guide the paraglider to the landing zone for his final leg-of-flight and the process of slowing down to land. Only after this, he should be cleared for his first solo-flight.

Advanced-level courses: Schools should design their own syllabus for each course. It should be systematic, task-based training to develop the skill level of the pilot. Log-book and certification level for progression as per international standard should be maintained to attend the certification or rating based on the PAI or any internationally recognised body.

SIV and Cross-Country Flying: These courses involve pushing the limits of skills, equipment and knowledge. These courses should be conducted only by professional instructors with relevant knowledge and experience. High risk is involved in SIV courses hence it is important to seek proper permissions from relevant authorities. Skill levels and eligibility of students for SIV course should be thoroughly checked to avoid any mishaps.

Equipment used and airworthiness

EN /LTF/DHV/AFNOR certified wing and reserve parachute (where necessary) should be used for flying. Record of all equipment used should be maintained as per the manufacturer's guidelines. Equipment room should have proper temperature so as not to damage the equipment while in storage. Annual airworthiness check should be done with documented records available for inspection.

School Setup

Classroom with teaching aids to explain fundamentals of aviation, teaching board and a television.

Simple riser hang-point-simulator with control toggles to simulate in-flight experience.

Facilities of basic repairs and maintenance and the system of inspection and airworthiness check. Basic accommodation with necessary facilities for outstation students should be available.

Safety and risk management

Vehicle equipped with recommended first-aid for rescue operation should always be available on site.

Training should be conducted only under the supervision of Instructors who can take responsibility.

Check-lists to be made for all activities conducted by the school.

Pilot should be evaluated by instructor for physical and mental health before flying.

Briefing for the day at landing zone. Placement of wind-socks for wind direction at landing zone.

Suitability of wind and weather before and during the activity is assessed and monitored.

Equipment used by pilots is inspected for pilot skill-level and airworthiness during setup.

Skill-level of student is matched with weather condition during ground handling and takeoff.

Debriefing session after pack up

Emergency procedures should be documented and available in the first-aid box with contact numbers of ambulances, hospitals and doctors.

Awarding Skill-ratings based on the PAI NPRS V4 – refer to page no. 14 for fee structure

P2 & P3 ratings are given by the CFI who teaches the student. Please follow a proper system of skill-tests and written exam while awarding the rating, to avoid conflicts for next-level rating.

From P4 level onwards, the student skill-level will be judged by an additional CFI, who is not involved in the training of students being tested. So, it is very important that the student recommended for P4 level is groomed well.

We are sure that most of the existing schools already have their own systems in place. If you need any help please feel free to contact the PAI Technical Committee or Managing Committee for assistance.