

A background image showing two skydivers in freefall against a blue sky with white clouds. One skydiver is wearing a yellow suit and a black helmet, while the other is wearing a red and orange suit and a red helmet. They are both smiling and looking towards each other.

COACH MANUAL

BRITISH SKYDIVING

FOUNDATION COACH MANUAL



Welcome

Congratulations on taking the first steps on your coaching journey.

As part of British Skydiving's remit to advance skydiving in the UK we have created the Foundation Coach qualification. This is the first of the three levels of British Skydiving Coach qualifications which are recognised by Ofqual and aligned with the professional standards set by the Chartered Institute for the Management of Sport and Physical Activity (**CIMSPA**).

This manual will explain the levels of Coach qualifications and the pathway to becoming a Foundation Coach. It is expected that you will have already read the accompanying papers – Terminology and CPD for Foundation and Advanced Coach.

This manual will take you through the online content provided by our partner UK Coaching, to prepare you for the face-to-face learning and assessment you will receive from a recognised Training Provider.

As a British Skydiving Foundation Coach, you could be coaching newer, low experienced members who are looking to learn and develop new skills, or more experienced members who are looking for a new challenge. This comes with a great deal of responsibility, as you will directly influence how they perceive the sport and your chosen discipline going forward. This course will help you to be the best coach you can be.

You will be trained in not only the technical skills of your discipline, but also the wider skills needed to be a great coach, with ongoing support to develop those skills through the Continuing Professional Development (**CPD**) programme, or as you work towards the Advanced Coach qualification.

You will directly influence how they perceive the sport.



Who are British Skydiving?

British Skydiving is the National Governing Body for Skydiving (sports parachuting). Founded in 1961, we were incorporated as British Parachute Association (BPA) Limited, a company limited by guarantee, in 1966. We are a democratic, not-for-profit organisation of individuals whose purpose is to organise, govern and further the advancement of skydiving in the UK. British Skydiving has no shareholders – we are a ‘third sector’ body owned and run by our members. We changed our trading name to British Skydiving in 2019.

The Aim

The aim of the new British Skydiving Coach qualification is to provide:

- A consistently high standard of coaches, with a nationally recognised accreditation awarded by an external body and recognised across all sports
- A structure to allow coaches to develop and grow on their coaching journey



- The highest standard of theory and practical knowledge from across the sporting sector
- The highest standards of coaching for our members so they can develop their skills, enjoy their skydiving and grow within the sport.

British Skydiving Coach qualifications

There are three levels of coaches.

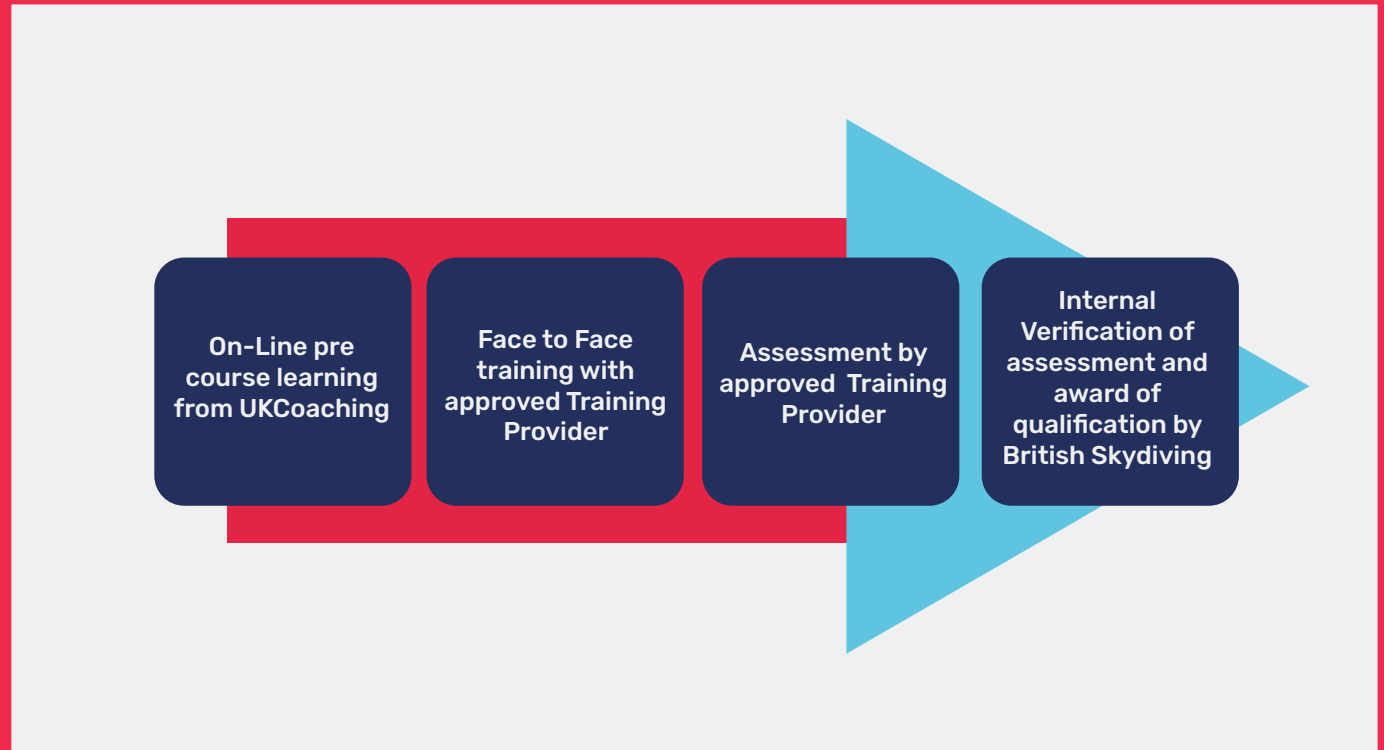
- **Foundation Skills Coach** – this qualification is needed to coach 1-on-1 basic skills. Once qualified and with the appropriate knowledge and experience, they can coach groups and teams.
- **Advanced Skills Coach** – will have demonstrated the knowledge and experience to create programmes to develop individuals or teams, groups or running events.
- **Performance (Elite) Coach** – aimed at elite competition performance at National or International level.

These are standalone qualifications recognised by Ofqual, but also aligned to the CIMSPA Coach professional standard, which will be awarded once you have gained both the Foundation and Advanced Coach qualifications, and the CIMSPA Coaching in High Performance Sports professional standard awarded once you have gained the Performance Coach qualification.

Your qualification pathway

This manual contains a programme of guided learning that will take you, at your own speed, through some British Skydiving-specific content, and some generic coaching content from our partner UK Coaching.

Each of the sections are aligned to part of the CIMSPA professional standard. Once you have completed the online learning section, you will need to sign up to a British Skydiving approved Training Provider (a list can be found at britishskydiving.org/TPs) where you will receive face-to-face training on the components of coaching technical skydiving skills for your chosen discipline. You will also be assessed via a question paper, and direct observation of your coaching on the ground and in-air.



Costs

When you start your journey, you can get free access to the UK Coaching content by contacting British Skydiving and asking for a one off free subscription code. This will need to be renewed for the following April 1st and every year to retain your coach qualification at a cost of £14.

There is a one off £54 per qualification to register with 1st4sport, who are our external quality assurance body.

The Training Provider will also charge a fee for the training, assessments and in-air evaluations.

Further development and re-evaluation may be required to complete the qualification if you do not meet the standard first time. For a more in-depth breakdown of costs for this element, and to discuss any specific requirements, you should speak directly to a Training Provider.

Once qualified you will need to renew your qualification annually. You will need to demonstrate at least 20 CPD points per year, with a minimum of 15 from logged coaching sessions and a minimum

of five from personal study, accessed from online UK Coaching content or demonstrable training to improve your coaching skills. For more information please refer to CPD for Foundation and Advanced Coach form on [British Skydiving website](#).

The role and responsibilities of a Coach

As stated earlier, as a Coach you will play a crucial role in the development of our sport. You should strive to ensure that every participant in our sport has the opportunity to develop their skills and experience personal growth from positive experiences of their chosen sport.





You should demonstrate the behaviours you expect of others.

You will also be an ambassador for skydiving, your discipline and your club. You should demonstrate the behaviours you expect of others. When in a position of authority and responsibility, it is crucial to lead by example in order to create a coaching environment built on safety, trust and respect.

The role of a coach is to:

- Provide a safe and effective coaching environment.
- Develop coaching session plans in line with an individual's needs.
- Develop linked and progressive coaching sessions over time in line with an individual's needs.
- Lead the delivery of coaching sessions.

- Develop the skills and abilities of the participants within sessions.
- Review and evaluate each coaching session.

The benefits to the sport from high standards of coaching are:

- Providing support to participants - observing and correcting technique of participants during session delivery.
- Creating a safe and positive learning environment.
- Providing motivation and feedback to participants.
- Developing relationships over a period of time with regular participants to enable a more bespoke coaching style to be adopted to further enhance the coaching experience.
- Better skills = Better skydives = Better retention.

It is essential you read and understand the [Code of Practice for British Skydiving Instructors and Coaches](#).



Key points

Rights - Coaches must respect and champion the rights of every individual to participate in our sport.

Relationships - Coaches must develop a professional relationship with students and others based on openness, honesty, mutual trust and respect.

Personal standards - Coaches must demonstrate proper personal behaviour and conduct at all times.

Professional standards - To maximise the benefits and minimise the risks to skydivers, coaches must attain a high level of competence through qualifications, and a commitment to ongoing training that ensures best and correct practice.

It is important that you understand the sections of the British Skydiving [Operations Manual](#) that are relevant to you as a Coach. Some of these you will have already covered to gain your B and C Licences, but now would be a good time to refresh yourself on them.

The Operations Manual outlines the criteria for awarding the appropriate Grade for each discipline, so it is important that you understand what those you coach need to achieve. Grades can only be awarded by a British Skydiving Advanced Instructor, so you will need to demonstrate that those you coach have fulfilled the requirements to a proficient standard.

Requirements to become a British Skydiving Foundation Coach can be found in Appendix 1-5 of this manual, along with the criteria taken from the Operations Manual for the criteria

for awarding the appropriate Grade for each discipline (sticker).

Before starting the face-to-face training for a Foundation Coach qualification, you must have met the minimum experience and jump number criteria for the relevant discipline and be able to demonstrate the techniques required to achieve the Discipline Grade you will be coaching.

This manual does not focus on the mechanics of any specific technique. Technique changes as training and new skills develop.

It will therefore be your responsibility to maintain a high level of skill and up-to-date knowledge of skills development as part of your CPD.

Technique changes as training and new skills develop.



© Simon Roberts

Foundation FS Coach

- Coach individuals to achieve FS Grade 1
- Signpost individuals to Post FS1 progression
- Understands coaching pathways for other disciplines
- With relevant CPD
- Coach Teams
- Organise Single Aircraft FS Loads
- Organise hybrid jumps

Advanced FS Coach

- Coach teams and individuals for competition at national and international level
- Organise multi-aircraft FS loads
- Form part of a Coach Team for national delegations or world record attempts

FORMATION SKYDIVING



© Nathy Odlinson

Foundation FF Coach

- Coach individuals to achieve FF Grade 1 & 2.
- Signpost individuals to Post FF progression
- Understands coaching pathways for other disciplines
- With relevant CPD
- Coach Teams
- Organise Single Aircraft FF Loads
- Organise hybrid jumps

Advanced FF Coach

- Coach teams and individuals for competition at national and international level
- Organise multi-aircraft FF loads
- Form part of a Coach Team for national delegations or world record attempts

FREE-FLYING AND ARTISTIC



© Mike Kassabian

Foundation WS Coach

- Coach individuals to achieve WS Grade 1 & 2
- Signpost individuals to Post WS2 progression
- Understands coaching pathways for other disciplines
- With relevant CPD
- Coach individuals for WS Performance/Acrobatic competition
- Organise Single Aircraft WS Loads

Advanced WS Coach

- Coach teams and individuals for competition at national and international level
- Organise multi-aircraft WS loads
- Form part of a Coach Team for national delegations or world record attempts
- Coach XRW

WINGSUITING



CANOPY FORMATIONS

Foundation CF Coach

- Coach individuals to achieve CF Grade 1 and Sport Accuracy for competitions
- Signpost individuals to Post CF2 progression
- Understands coaching pathways for other disciplines
- With relevant CPD
- Coach Teams for competition
- Organise large formations (greater than eight canopies) and single aircraft CF loads

Advanced CF Coach

- Coach teams and individuals for competition at national and international level
- Organise multi-aircraft CF loads
- Form part of a Coaching Team for national delegations or world record attempts



CANOPY PILOTING

Foundation CP Coach

- Coach individuals to achieve CT Grade 1 and Sport Accuracy for competitions
- Signpost individuals to Post CT2 progression
- Understands coaching pathways for other disciplines
- With relevant CPD
- Coach individuals for CT Grade 3 & 4
- Coach individuals for competition

Advanced CP Coach

- Coach individuals or teams for CP competition at national and international level
- Coach high performance landings for display jumpers
- Form part of a Coaching Team for national delegations or world record attempts



Advanced Coaches can be discipline specific, or may choose to coach across multiple disciplines, providing they have the necessary technical knowledge to do so. The role of the Advanced Coach is to facilitate an environment where teams and individuals can identify their own goals and performance measurables and be open to challenge by the coach to explore where they can improve their performance.

Performance / Elite Coaches are discipline specific. They will have competed at an elite level and will be able to coach individuals or teams to be able to compete at the highest National or International level.



What skills do you need to be a great coach?

In order to be an effective coach, you need to develop and use the following skills:

- **Communicate** effectively with participants to ascertain their needs and ambitions, relay information and provide constructive feedback.
- **Plan** and organise sessions and programmes to meet participants' needs and guide their development.
- **Analyse and evaluate** performance (your own and that of the participants) to gauge and direct progress.
- **Create a safe environment** in which the well-being of the participant is paramount.
- **Be open-minded** in developing your coaching skills and knowledge. This is perhaps the most important attribute of good coaches: the ability and willingness to evaluate your own skills and knowledge, and constantly work to develop and improve them.

Further reading about what it takes to be a great coach can be found on the UK Coaching website:

[Top 10 qualities you need to be a coach](#)

[Skills and Qualities of a Coach](#)

[Developing your Coaching Philosophy](#)



A person-centric coaching style

The role of a Coach is to help participants to grow and thrive, to improve their enjoyment of skydiving. This is achieved by providing support and guidance tailored to their needs and aspirations. This can be achieved in several ways, depending on the participant and the skill level being developed.

It is important to change your style of coaching and content to meet the needs of the person in front of you – this is known as Person-Centric or Person-Centred Coaching

This differs from Coach Led or Coach-Centric coaching, which focuses more on instruction and drills.

[UK Coaching, Person-Centred Coaching](#)

When developing your coaching style, it is important to reflect on your own experiences of being coached:

- How do you like to be praised?
- How do you like to be motivated?
- Why did you take up skydiving?
- What does a perfect skydive look like?
- What other sports do you or have you done?
- What frustrates you?
- How do you like to be challenged?

The best way to ensure your coaching is Person Centric is to develop rapport with those you coach – coach the person not the skill. Take time to find out about their interests outside of skydiving, their experiences and activity levels.

[Connecting with Others](#)

You should also be asking questions about their skydiving experience:

- Reviewing their logbook.
- What did they enjoy about their progression so far?
- What skills did they enjoy learning?
- What did they find challenging to learn?
- What was good about their instructors or previous coaches?
- What are their skydiving goals currently and in future?
- What makes them nervous?

More information can be found in the following articles:

[Be a coach of People, not Sports](#)

[Understanding the Coach - Athlete relationship Speaking, Listening and Understanding](#)

[How to start asking good questions](#)

[Emotional Intelligence - the secret ingredient to coaching](#)

[Transporting the coach and athlete on the journey to success](#)

Goals and Motivation

To better understand the person you are coaching involves more than just asking questions. It is equally as important to listen to their questions and discover their motivations, and any barriers (real or perceived) to achieving their goals.

You will also need to understand the difference between setting goals, and motivation.

Goals can be short, medium or long term, and have specific and defined outcomes that can be measured.

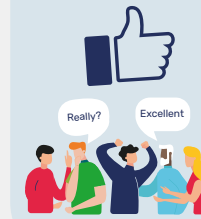
Motivation is the reason for acting or behaving in a particular way, a stimulus or inspiration (e.g. to be challenged or more active, or to feel good about themselves).



WHY

Why do you need to understand the motivations of the people you coach?

- It will help you to engage participants in your sessions, and keep them coming back
- It has a positive impact on learning for your participants
- It will help put your participants at the heart of your coaching



WHAT

What can you do as a coach?

- Make time to talk to your participants and understand them as people
- Listen to why they want to be involved – what motivates them
- Regularly check in with them



HOW

How will this help me when I am coaching?

- It will help you to create the right coaching environment for your participants
- It will help you to set appropriate goals with each participant*
- It will provide you with the right information to plan your sessions effectively



Goals can be short, medium or long term.

Setting Goals

The coach must set session goals to ensure each coaching session has an identified purpose and that participants will be working towards a defined outcome. This leads to a sense of achievement and increased motivation for participants in each session.

A key skill of the coach is the ability to help participants set their own goals. At Foundation Level, some of these will be easily definable – e.g., gain Grade 1 in a chosen discipline.

This can help to give your coaching specific focus and measurable outcomes. However, it is important to remember that each session that you coach will need to have a goal, which will act as a waypoint on the road to achieving the overall aim.

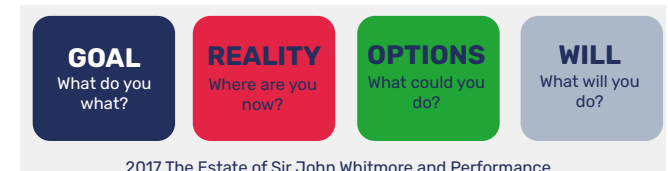
A plan must be developed for each session to ensure the coach is clear what their goal is, and how they will achieve this. Plans allow for adaptations and progressions to be identified ensuring the coach can focus on the delivery and coaching points, rather than trying to think of what to do next.

Therefore, it is important that you build structure into your coaching sessions, that will help to focus on the participant's goals and help maintain their motivation.

The model of **Plan – Do – Review** is helpful, not only for preparing to deliver your coaching, but also to give the participant structure and focus on what they need to achieve for each step on their journey.



When discussing goals, a useful tool is the G-R-O-W model:



For more detailed information on Goals and Motivation, go to the UK Coaching website:

[Understanding Motivation](#)

[The Impact of Goals on Motivation](#)

It is important that you build structure into your coaching sessions.

Dealing with challenges and the mental pressures

It is important to remember that those you coach are people first, and skydivers second. As such, it is natural that striving to improve will always create anxiety about failure. It is how you help those you coach to move past this anxiety that will define you as a coach.

There are different aspects to anxiety that all jumpers experience – initially when starting out, the fear is linked to the unknown. Our basic

instincts for survival create both physical and emotional responses in our body and mind. Ultimately, skydiving is a high-risk sport, and each person deals with that risk in their own way.

As experience grows, so does confidence and gradually the fears and

emotions move on from the risk of death or injury to the fear of the new unknowns – whether we will be able to master the new skills we are being coached on and achieve our goals.

When harnessed and used positively, this anxiety can

be a great motivator. It is what athletes strive for to attain continual improvements. This is sometimes referred to as the “Performance Zone”.

Success acts as a validator for the commitment that the individual has put in. Conversely, failure can become a de-motivator, but it doesn't have to be. Personal resilience is a direct result of accepting failure as a positive learning experience and moving on to achieve success through tenacity.



Remember that people take up skydiving for a wide variety of reasons.

There is no such thing as a natural – those that succeed have always found a way to move past their failures and grow from the experience.

The difference between an average coach and a great coach is understanding the person you are coaching. It is about allowing them to build that personal resilience, in a positive environment that allows for reflection without value judgement, so that the overall goal is kept in focus and remains achievable.

Key to this is managing the mental pressures that people experience, often self-generated, and making each challenge a learning experience. Above all, remember that people take up skydiving for a wide variety of reasons, and have had to overcome personal challenges to get to where they are now. They continue skydiving because it is fun, and we only retain them in the sport or the discipline you coach while it remains so.

[Developing People's Resilience in your Sessions](#)

Duty to Care

The people you coach will bring with them the challenges and stresses that they have in everyday life – physical, emotional and psychological. As a coach, your role is more than just providing technical advice. You will also need to be aware of your role and responsibilities in recognising the safety and wellbeing needs of those you coach.

The Duty to Care encompasses several areas covered by UK legislation:

- Safeguarding
- Inclusion
- Diversity
- Mental Health
- Well-being.

Safeguarding

In law, organisations have specific duties around safeguarding adults and children. British Skydiving and Affiliated PTOs have policies in place to meet these duties. Further information is contained on the British Skydiving website on the [Welfare Page](#). Your role as a British Skydiving coach means that you will also be bound by these policies.

Safeguarding is about recognising warning signs – verbal, physical and emotional – and knowing who to raise concerns with. If you ever

have to deal with a Safeguarding issue, you will need to do so sensitively. Your role as a coach is to create a safe learning environment. The trust you build up with those you coach may lead them to confide in you in a way that they wouldn't feel able to with friends or relatives, or those in a position of authority. If you suspect any abuse, you should report it immediately to either the Parachute Training Organisation PTO Safeguarding lead or the Chief Instructor.

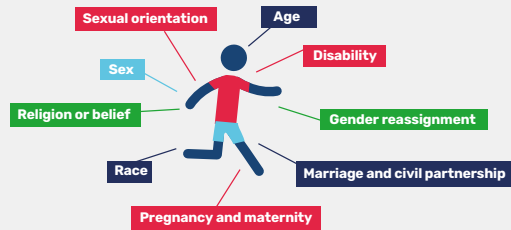
Inclusion is about making your coaching accessible and tailoring it to the individual needs of those you are coaching. Sometimes this can mean making a reasonable adjustment to facilitate learning, such as taking account of a person's physical traits when coaching a specific body position. Other times, it could mean tailoring a skydive to account for someone's experience or skill level.

Diversity is about how you attract a wider audience for your coaching and recognising that a more diverse group brings a greater breadth of opportunity and learning for everyone. There are several Protected Characteristics in law, that people may share. It is illegal to discriminate on the grounds of any of these Protected Characteristics:

Race, Religion or Belief, Sex, Sexual Orientation, Age, Gender Reassignment, Disability, Marriage / Civil Partnership or Pregnancy / Maternity.

9 Protected Characteristics

Discrimination against someone because of one or more of these characteristics is unlawful, they are there for the protection of everyone. We all have some of these characteristics, for example age applies every person in the world. (<https://www.gov.uk/discrimination-your-rights>)



In the same way that someone's physical health may prevent them from performing at their best, good **Mental Health** is just as important in allowing people to achieve their full potential.

Unlike physical injury, mental health can often go unseen by others. Therefore, a good coach will always keep in mind that they may not know what someone is dealing with and be prepared to offer support when needed.

Creating a supportive environment in your coaching sessions will go a long way to promoting individual **Well-Being**. Behaving in a

professional, encouraging and constructive way when you coach and give feedback will all help to create that environment.

It is important to recognise that we all have Unconscious Bias towards individuals or groups, both positive and negative, that could influence our decision making. This is borne from our cultural, educational and emotional influences that have shaped our lives. Understanding these and learning to put them to one side will assist greatly in our goal of being a better coach.

Further reading can be found in the following guides:

[5 Pillars of the Duty to Care](#)

[Diversity and Unconscious Bias](#)

[How to be an Inclusive Coach](#)

British Skydiving guide to terminology – [Let's get it right](#)

Equally important is the Duty to Care that British Skydiving has for you as a Coach. Some of the topics above can impact on a coach as much as anyone else. Never feel that you are on your own as a Coach – discuss both positive and negative experiences that you have with other coaches,

your Chief Instructor, Advanced Coaches or your Training Provider. Often, they will have come across similar situations. Share good practice and reflect on where you can improve by discussing with others.

Maintain your CPD and access the tools available on the UK Coaching website to help you deal with the stresses of coaching others. Above all, remember to have fun, both with your coaching and your personal skydiving.

Developing Sessions

It is important once you have an understanding of your participant that you develop effective sessions to meet their goals that you have identified. Here is an example of one model – IDEA, plus reasons to be organised.

[How to Plan Do Review](#)

It is vital after any coaching session that you review and reflect on the session. It will help you to develop, as a coach, learning from previous experience – whether good or bad.

[Why Reflection is important](#)

We all have Unconscious Bias towards individuals or groups.



Health and Safety

British Skydiving is committed to maintaining the highest standards of safety in the sport, and our approach to safety is established as good practice in skydiving.

Since its foundation in 1961 as the British Parachute Association, British Skydiving has carefully analysed accidents and injuries in skydiving, building up a detailed knowledge of the risks in the sport. As risks have been identified and assessed, measures to manage and control the risks have been put in place. These control measures are documented in the [Operations Manual](#).

The British Skydiving Operations Manual can be considered a summative assessment of the risks involved in the running of a skydiving operation and outlines the control measures required to manage those risks to an acceptable level.

The Operations Manual is supplemented by site-specific risk assessments made by each Parachute Training Organisation (PTO), along with the Standard Operating Procedures for the PTO that take account of local hazards and controls.

As a Coach, you will now take on responsibility for working within the control measures outlined in the British Skydiving Operations Manual and the PTO's procedures. It is important therefore that you are aware and understand what these are for each PTO you coach at.

You are also responsible for conducting ongoing Dynamic Risk Assessments (DRAs) for the individual or group that you are coaching. DRA is the continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk, monitoring and reviewing, in real time. Then, if necessary, put in place additional control measures, which may include waiting until conditions are more suitable to carry out the planned jump(s).

You are also responsible for conducting ongoing Dynamic Risk Assessments (DRAs) for the individual or group that you are coaching.

This should take account of:

- Their level of experience
- Familiarity with the DZ / PLA, aircraft, equipment and organisation
- Weather conditions that may affect the spot, separation, opening heights, break-off heights etc
- Canopy traffic levels
- Wind conditions that may affect canopy flight / landing (e.g., potential areas of turbulence, wind shear etc)

Remember: It is very important to understand the limits of your responsibilities as a Foundation Coach. As a coach, you are not responsible for ensuring that the people you coach deploy safely, or ensuring that they can carry out their emergency drills or procedures (except for those that are specific to the exercise / jump they are being coached on).

Always, if in doubt, refer to an Instructor.

Data Protection

As a Foundation Coach you may come across personal information about participants which should be kept confidential.

Some of the information you may come across includes:

- Date of birth
- Home address
- Next of kin details
- Medical Information
- Disclosures of abuse.

It is very important that you make sure that this information remains confidential. Here are some ideas on what you can do to ensure personal information remains protected:

- Ensure all written information is stored securely with limited access.
- Ensure that all electronic files are password protected including your mobile phone.
- Keep files and folders that you always need with you, or store them securely.

There may be times when participants disclose personal information to you in a discussion. It is important to be discreet when collecting information and not disclose any personal details about participants to any third parties, unless you have permission to do so.



Appendix 1

Foundation Coach Formation Skydiving (FS)

Before starting the face-to-face training for a Foundation Coaching qualification, you must meet the minimum experience and jump number criteria within the Operations Manual for Formation Skydiving Coach and be able to demonstrate the formation skydiving techniques required in air.

These are.

- Holds a British Skydiving C Licence and Formation Skydiving grade 1 (FS1) or equivalent.
- Hold a minimum of 2 hours of freefall time.
- Has been involved in skydiving for a minimum of 2 years.
- Is fully familiar with the current British Skydiving FS Manuals.
- Completed the guided learning course within this manual.

The technical skydiving skills you will need to teach the participant, so they are able to demonstrate to a coach to be awarded their FS1 sticker, are:

- a) Control fall rate and turn in place.
- b) Dive and approach a target and achieve docking techniques.
- c) Break-off turn and track away to obtain clear airspace for deployment.
- d) Maintain good altitude awareness throughout the skydive.
- e) Control horizontal movement (forwards, backwards and sideways).

Your Training Provider will train you to be able to coach the most current techniques and how to structure dives to be able to ensure your participants are able to demonstrate these skills.

For Information

Opening Heights

Minimum canopy opening heights for main parachutes:

British Skydiving 'B' Licence skydivers and below: 3,000ft AGL

British Skydiving 'C' Licence skydivers and above: 2,500ft AGL.

Appendix 2

Foundation Coach Canopy Formation (CF)

Before starting the face-to-face training for a Foundation Coaching qualification, you must meet the minimum experience and jump number criteria within the Operations Manual for Canopy Formation Skydiving Coach and be able to demonstrate the canopy formation skydiving techniques required in air.

These are.

- Holds a British Skydiving C Licence and Canopy Formation 2 (CF2) or equivalent.
- Has a minimum of 100 CF descents.
- Has been involved in skydiving for a minimum of 2 years.
- Is fully familiar with the current CF Manual.
- Completed the guided learning course within this manual.

The technical skydiving skills you will need to teach the participant, so they are able to demonstrate to a coach to be awarded their CF1 & CF2 stickers, are:

CF1

- Safely approach, and fly in close proximity to, a target canopy.
- Control 3D movement relative to another canopy using appropriate inputs.
- Dock safely on one other person having exited the aircraft after them.
- Receive a centre dock and pilot a 2-stack/2-way plane.
- Receive and make a wing dock.
- Brief the Pilot and spot for a 2-way CF jump from at least 8,000ft AGL.
- Land safely within 50m radius of a pre-declared target and show good altitude, heading and airspace awareness throughout each qualifying jump.
- Pack CF-specific equipment of the type(s) they are using (packing certificate and/or logbook endorsement).

CF2

- Safely approach and fly in close proximity to a target formation.
- Control 3D movement relative to at least 3 other canopies using appropriate inputs.
- Safely approach a 2-way stack or planed formation and dock 3rd.
- Safely approach a 3-way stack or planed formation and dock 4th.
- Receive a dock as 2nd or 3rd in a stack.
- Pilot a formation of 4 or more canopies in a stacked or planed formation.
- Brief and complete a 4-way CF jump, which will include briefing the Pilot appropriately.
- Spot for a 4-way CF jump from at least 8,000ft AGL.
- Land safely within 50m radius of a pre-declared target and show good altitude, heading and airspace awareness throughout each qualifying jump.

Appendix 3**Foundation Coach Freestyle/
Freeflying (FF)**

Before starting the face-to-face training for a Foundation Coaching qualification, you must meet the minimum experience and jump number criteria within the Operations Manual for Freestyle/Freeflying Skydiving Coach and be able to demonstrate the freestyle/freefly skydiving techniques required in air.

These are.

- Holds a British Skydiving C Licence and Freestyle / Freeflying grade 2 (FF2) or equivalent.
- Has a minimum of 300 descents and 3 hours of Freefall time.
- Has been involved in skydiving for a minimum of 2 years.
- Is fully familiar with the current FF Manual.
- Completed the guided learning course within this manual.

The technical skydiving skills you will need to teach the participant, so they are able to demonstrate to a coach to be awarded their FF1 & FF2 stickers, are:

FF1

- Control fall rate and turn in place.
- Dive and approach a target and achieve docking techniques.
- Break-off turn and track away to obtain clear airspace for deployment.
- Maintain good altitude awareness throughout the skydive.
- Control horizontal movement (forwards, backwards and sideways).
- Fly in a 'back fly' recovery position without rapid deceleration or 'corking'.
- Fly in a controlled sit/stand position.
- Control fall rate in a sit/stand position.
- Control forward and backward movement in a sit/stand position.
- Control turns in both directions in a sit/stand position.
- Fly relative to others in a sit/stand position.

FF2

- Fly in a controlled head down position.
- Control fall rate in a head down position.
- Control turns in both directions in a head down position.
- Fly relative to others in a head down position.
- Display independent body movement in a head down position, e.g. hand claps.

Appendix 4**Foundation Coach Wing Suit (WS)**

Before starting the face-to-face training for a Foundation Coaching qualification, you must meet the minimum experience and jump number criteria within the Operations Manual for Wing Suit Skydiving Coach and be able to demonstrate the wing suit skydiving techniques required in air.

These are.

- Holds a British Skydiving C Licence and Wing Suit 2 (WS2) or equivalent.
- Has a minimum of 500 descents and 5 hours of Freefall time.
- Has a minimum of 100 wing suit descents.
- Has been involved in skydiving for a minimum of 2 years.
- Has been a WS flyer for a minimum of 1 year.
- Is fully familiar with the current WS Manual.
- Completed the guided learning course within this manual.

The technical skydiving skills you will need to teach the participant, so they are able to demonstrate to a coach to be awarded their WS1 & WS2 stickers, are:

WS1

- Fly the wing suit safely and in a controlled manner (with overall stability) on at least three descents.
- Deploy the main parachute in a safe wing suit manner (at the correct altitude) on at least three descents.
- Fly a predetermined flight pattern and land within 50 metres of the target.
- Demonstrate the correct post opening procedures on all qualifying descents.

WS2

- Control fall rate, by arching/de arching and use of wings.
- Control of horizontal movement: forwards, backwards (slowing down relative to others) and sideways.
- Maintain control whilst flying suit at its best and least effective capabilities.
- Recover from an unstable exit and continue on correct flight path.
- Dive and approach a target.
- Land within 25 metres of the target on 5 consecutive descents.

Appendix 5

Foundation Coach Tracking (TR)

Before starting the face-to-face training for a Foundation Coaching qualification, you must meet the minimum experience and jump number criteria within the Operations Manual for Tracking Skydiving Coach and be able to demonstrate the tracking skydiving techniques required in air.

These are.

- Holds a British Skydiving C Licence and holds Tracking grade 3 (TR3) or equivalent.
- Has a minimum of 300 descents and 3 hours of Freefall time.
- Has been involved in skydiving for a minimum of 2 years.
- Is fully familiar with the current Tracking Manual.
- Completed the guided learning course within this manual.

The technical skydiving skills you will need to teach the participant, so they are able to demonstrate to a coach to be awarded their TR1, TR2 & TR3 stickers, are:

TR1

- Control fall rate and turn in place.
- Dive and approach a target and achieve docking techniques.
- Break-off turn and track away to obtain clear airspace for deployment.
- Maintain good altitude awareness throughout the skydive.
- Control horizontal movement (forwards, backwards and sideways).
- Fly in a tracking position without noticeable change in fall rates or 'loss of heading'.
- Fly in a controlled tracking position relative to others in groups of no more than 4.
- Control fall rate in a tracking position.
- Safely control directional ability upon break off and have a fully deployed main canopy by 3000ft AGL.

TR2

- Fly in a tracking position without noticeable change in fall rates or 'loss of heading' utilising another TR skydiver as a guide for directional control.
- Fly in a controlled tracking position relative to others in groups of no more than 4.
- Control fall rate in a tracking position.
- Safely control directional ability upon break off and have a fully deployed main canopy by 3000ft AGL.

TR3

- Fly in a 'belly to earth' and 'back to earth' tracking position of more than 45 degrees without noticeable change in fall rates or 'loss of heading' utilising another TR3 skydiver as a guide for directional control.
- Control fall rate whilst in an angle flying position greater than 45 degrees.
- Control angled flight of angles greater than 45 degrees relative to others within the group, of no more than 4.
- Safely control directional ability upon break off and have a fully deployed main canopy by 3000ft AGL.



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