



**BRITISH MODEL FLYING ASSOCIATION
THE R/C ACHIEVEMENT SCHEME**

**TEST STANDARDS for CHIEF EXAMINERS
and CLUB EXAMINERS**

GUIDANCE for TEST CANDIDATES

**THE 'B' CERTIFICATE
(SILENT FLIGHT - SLOPE)**

ISSUE 1

June 2006

General

The 'B' Certificate is "designed to recognise the pilot's more advanced ability and a demonstrated level of safety suitable for flying at a public display". As an Examiner, therefore, the level of competence required from a candidate should be based on the question; 'has this person demonstrated their flying ability to me in a satisfactory manner and how do I feel about them appearing in public, possibly at a large display, on the strength of the certificate which I may be about to award them'.

For many years the 'B' Certificate has been seen as a 'display licence' but, in fact, it has always been much more than that. It was set up in the first place as a method of encouraging club flyers to gain further flying skills by meeting and being tested to a recognised national standard.

Whilst it certainly has its uses in the context of display pilots, the real aim of the 'B' certificate has always been to give the club flyer a personal attainment goal beyond the 'A' Certificate; a level of competence and safety which is attainable by the average pilot with a little thought and practice. The long term strategy behind this is that if enough club flyers qualify for their 'B' certificates then the general standard of flying both within your club and nationally cannot help but rise. Examiners should be pressing this concept positively within their clubs and discouraging the idea of the 'B' as just a 'display licence'.

A pilot capable of flying to 'B' certificate standards and wishing to go straight to the 'B' test without taking the 'A' test may do so but candidates should on no account be forced along this path. A flyer, known within a club to be a good pilot, going through the 'A' before taking the 'B' can be an excellent example to the rest of the club members and this should be pointed out to any candidate wishing to go direct to the 'B'.

The candidate for the 'B' should have studied the BMFA handbook, any local site rules (if applicable) and be familiar with the 'Safety Code for General Flying', the 'Operational Guide, All Models and Radio Control' and the 'Safety Code for Model Flying Displays'. Most of the questions asked at the end of the test will be from these sections of the handbook.

Conducting a slope soaring test will in all probability require the examiner to exercise a considerable amount of judgement and discretion in how the test is to be conducted; not only do the variable factors such as wind direction, wind speed, turbulence, curl-over or 'rotors' but also the very nature of the slope itself and how good a lift generator it is, all affect the way the test will be performed, observed and rated by the examiner.

For this reason it would be advantageous for the examiner to have personal familiarity with the slope to be used and to be able to make these judgements so as not to adversely affect the candidate's prospects of succeeding.

A further factor lies in the difficulty of actually having the right wind and weather on the right slope at the right time when both candidate and examiner can get together; this also requires a degree of judgement and discretion from the examiner so that there are not too many wasted trips to the slope when conditions are unacceptable and to avoid the frustration of aborting the test so as to frustrate the candidate's enthusiasm to take the test.

The Model

To satisfactorily complete the Slope B an aileron model is essential with preferably full-house controls. Rudder is necessary for the proper completion of the stall turns and axial rolls.

Many slope soarers are of a delta plan form, particularly the very popular 'foamie' machines, which are ideal for learning the aerobatic tasks because of their crash resistance. However these machines are often incapable of a conventional stall and spin and hence may not be suitable because this is an essential part of the test.

The use of a gyro or autopilot is not allowed during the test. . If any such system is fitted to the model it must be disabled during the test and you should check that this has been done.

Whatever model is to be used by the candidate it must be capable of conducting all the required manoeuvres; if the examiner believes that the candidate's model is not fit for this purpose, the detailed rationale should be explained. The examiner does not have the discretion to alter the test to suit the limitations of the model.

Launch, Flight Pattern and Weather

It is expected that the candidate will have a reasonable level of competence and confidence before requesting the test.

However flying on the slope introduces many variables and it is the examiner who must decide whether, in the event of the candidate having insufficient height to complete the full test on one attempt, it is because of pilot incompetence or cessation of slope lift over which the pilot has no control. The loss of slope lift offers the examiner additional opportunities to observe how safely the pilot handles the model when struggling in poor air and how the forced landing is handled. A good performance in this should be credited to the pilot.

The loss of slope lift should not be confused for the situation where the pilot puts the model into areas of poor lift or sink as a natural consequence of the slope configuration or wind direction. In these circumstances the pilot is showing an inability to 'read' the slope and the conditions.

It is expected that the pilot will launch the model (but also see section on helpers). The capability to quickly and safely put the model into a purposeful climb out from the slope launch is a key indicator to be looked for.

If the plane that is being used is large and possibly unwieldy, giving rise to problems of holding the wings level prior to launch, it will be acceptable to have the model launched by a helper. Another reason to accept a helper's launch is in very cold conditions when the pilot may choose to use a Transmitter muff to ensure that the cold does not create an unsafe condition due to frozen hands.

The pilot's use of ballast to assist the models capacity to handle heavy conditions will be an area for the examiner to consider.

Given normal conditions with the test being carried out in continual slope lift, there can be little acceptable reason for the pilot to fail to complete all the manoeuvres in the one flight.

Consistency

It is required that the model should be positioned in the lift band out over the slope where all the manoeuvres, bar the landing, are to be performed. The pilot should demonstrate the confident use of down elevator to access and stay in this area; a tendency to be blown back over the slope or general poor positioning is generally a sign of inadequate preparation for the test and may be a contributing factor in failing the candidate.

Prior to the test, the examiner and pilot should clarify the positioning required, the area to be nominated for the landing and any other salient factors of that particular slope of which the pilot should be aware.

Continuity

Although the manoeuvres are set out in such a way that they can be flown one after the other as a schedule, this is NOT what is expected. There will normally be additional sections

of flight to position the model for the next element. You, of course, should be watching any extra sections just as carefully as the rest of the flight as they can tell you a lot about the competence of the flyer.

Trim

It is expected that the candidate will start the test with a model that has been trimmed out previously but they should be able to trim the model out in the air if necessary. If you see obvious signs that the model is out of trim and the candidate does not make any attempt to rectify the matter you should seriously question their basic competence.

On the other hand, if they do need to re-trim and are making attempts to do so, you should make allowances for a short time of flight with a somewhat erratic flight path. This should not be penalised unless it puts the model in any danger or unless the model flies into any unsafe area.

Nerves

Quiet competence is what you are looking for during the flight but most candidates will be nervous and you should make some allowance for this. If the flyer is very nervous you should seriously consider abandoning the test for the time being and offering the candidate a coaching flight or two to settle them down before re-taking the test. This can be done on the same day and can really help those candidates who have trouble with nerves when flying in a test situation.

Repeating Manoeuvres

At 'B' certificate level the candidate should be competent to fly the manoeuvres with very few errors. If you see any major faults the test should be taken again. It may be, however, that the candidate will make a minor mistake on a manoeuvre and if you are not fully satisfied with what you have seen you should consider asking for the manoeuvre to be repeated.

Some judgement is called for on your part here. A major mistake is grounds for failing the candidate, especially if loss of control has occurred or a dangerous situation has arisen. You should definitely not let them have multiple tries at each manoeuvre until they get it right but you must give yourself the best chance of assessing the competence of the pilot you are testing.

You should consider what you have seen the model do and if you think to yourself "could be better" then a request that the manoeuvre be repeated may be considered. Be extremely careful about using this option, however, as you could very easily be degrading the worth of the test. It must not, under any circumstances, degenerate into a series of 'practice' manoeuvres. An added complication with a gliding test is the height and thus flight time available to complete the manoeuvres if repeats are requested.

Repeating the Test

The rules allow two attempts at the test in a day. If the candidate fails the first of these you must consider their performance in deciding what to do next. Many failures will be reasonably good pilots or they could be borderline cases. In these circumstances it might be appropriate to offer one or two coaching flights and then a repeat of the test. Remember that many of the candidates will be unfamiliar with flying under pressure and might do very well on the second test.

On the other hand, it will probably be obvious to you on many occasions that the pilot you are testing is simply not ready for the test they are taking. In this situation it is better that you tell them so quite clearly. A little coaching at this point along with areas to practice, is far more useful to everyone than simply telling the candidate that they have failed.

Helpers for Disabled Candidates, Young Candidates and Others who have requested help during the Test

When disabled or young candidates present themselves for the test it may be that they will not physically be able to perform all the actions that most candidates can. At times, other candidates may also request help with certain physical aspects during the test (they may, for instance, have an injured finger). There will be times when you, as an Examiner, will think 'how much can I relax the test requirements for this person?'

Some Examiners make the decision to make no allowances at all but this effectively bars many people from attempting the tests. If we think of the achievement scheme as a true national scheme then we must consider how we can accommodate candidates, not how we can stop them from participating.

The answer, of course, is that you, as an Examiner, must make on-the-spot decisions about what you will allow during the test and, in such cases, you are within your authority to take such decisions. The guidelines set out below may help but at all times the two items at the end of this section must take precedence. They are not negotiable and mean that, whoever the candidate is, they have to convince you that they know what they are doing or what is happening for the full duration of the test.

For instance, a disabled flyer may have difficulty handling the model and may not be able to carry it out, launch it or retrieve it after the flight. The sensible use of a helper is certainly allowable in such cases but it is essential that they only do what the candidate asks them to do. Pre-flight checks may be another problem area that can be overcome by a helper but you should expect the candidate to do as much of the work as possible themselves and they should be able to talk you through anything that the helper does for them. Be sure to discuss all this with the candidate before starting the test.

In all cases:

- (1) If, at any time, the helper takes over the decision making process from the candidate then the candidate must fail.**
- (2) You can make no allowances whatsoever for anyone during the flying of the test. The candidate can either perform the flight manoeuvres as specified or they can't. If they can't then they must not be passed.**

Make sure in your briefing that both the candidate and the helper are fully aware of both of these points.

The Flights

PREAMBLE

The current test process may quite properly be carried out by any two examiners the lead one of which must be qualified in Silent Flight or any Chief examiner alone provided that he too is Silent Flight qualified.

Some sites have very specific rules about airspace sharing with hang gliders or para gliders and the examiner must ensure that he, as well as the candidate is fully aware of these requirements before commencing the test. Any failure to observe these rules during the flight should result in a failure.

For all these reasons, it is good practice for the examiner to ask the candidate for his assessment of the risks observed at the slope before preparing to fly and to be clear how the candidate will conduct the flight so as to minimise any such risks. An insufficient grasp of these factors will normally be grounds to postpone the test, assisted by some mentoring from the examiner and further work with the candidate's trainer or club colleagues using that slope.

Another factor to take particular care over is frequency control; observe the candidate's approach to frequency control especially as it is not uncommon for there to be no peg board at a slope, or when there is nobody else present at the slope on arrival. Question the candidate carefully on his knowledge of the frequency control adopted at any particular site, as not all use the 'peg on' system.

(a) Carry out pre-flight checks as required by the BMFA safety codes.

The pre-flight checks are laid out clearly in the BMFA handbook. The candidate should also go through the pre-flying session checks, also laid out in the handbook. Ask the candidate to go through their checks as if the test flight was their first flight of the day. Particular attention should be given to airframe, control linkages and surfaces.

Slope sites are often areas of countryside frequented by visitors who have no concept of how un-powered model aircraft fly in slope conditions and show a complete disregard for their own safety by wandering into a designated landing area no matter how much effort is taken by the pilot to warn them; the onus for their safety thus is placed upon the pilot at all times even if it means risking the model to avoid a pedestrian; children, dogs running free, kite flyers, grazing livestock and horse riders also present real hazards. All of this requires the candidate to be alert to all or any of these factors present on the slope. Slope sites often have a limited area of lift which can be congested on good days with other slope users; the candidate must be aware of these other users and demonstrate sufficient spatial awareness to ensure the safety of the flight; the examiner may help here by requesting other users of the slope that he is carrying out a test and ask for their consideration in staying clear of the immediate area if possible.

Points to look for are that the candidate has a steady and regular ground routine. Nerves may play a part but you should satisfy yourself that the candidate is actually in control of what they are doing when preparing their aircraft for flight.

Pay particular attention to the way the candidate uses the local frequency control system and make sure that they understand it and use the correct sequence of 'get/place a peg, Transmitter on, Receiver on'. Also watch carefully and take note that the transmitter controls, trims and switches are checked by the pilot.

Any candidate who switches their radio on before checking the frequency control system should be failed on the spot.

If there is no one else available then there is nothing to stop you aiding the candidate by holding the model (and launching it if necessary) but any such actions must be performed by

you directly on the instructions of the candidate. You must not prompt them or carry out any actions of your own accord. Talk this over with the candidate in your pre-flight briefing.

The candidate must be fully familiar with any failsafe system fitted to the model and should brief you on the system and demonstrate it working at some time during the pre-flight checks.

(b) Launch the model, gain height and complete one horizontal circuit (either left or right hand) in front of the pilot.

Here the candidate should demonstrate quick and effective use of elevator to suppress any ballooning up from the launch and to push out from any ground turbulence into the smoother lift band.

If the pilot launches the model himself he should demonstrate a purposeful slightly nose down, wings level launch, quickly establishing control.

Safety awareness needs to be looked for; check that the pilot has looked above and behind for any over flying models and that he does not launch into any passing traffic. Look for the pilot announcing 'Launching' after checking all the above to warn any fellow flyers.

The pilot should be competent enough to push out from the slope whilst climbing in lift and then fly a horizontal circuit to finish up back in front of the launch point. In weak conditions it is acceptable for the pilot to climb in the best lift band (normally along the slope face) and then return when at height and fly the circuit.

(c) Fly a horizontal figure eight with the crossover point in front of the pilot.

A competent B level pilot should be able to attempt this task such that each half of the eight is equal to the other, there is no significant height gain or loss at any time and the crossover at completion should equate to start and entry point of the figure directly in front of the pilot. Correction for drift should be clear. It is good practice to ask the pilot to state 'complete' at the cessation of the task, and all subsequent tasks, so that the examiner can properly assess the manoeuvre and its exit stages.

(d) Fly two consecutive loops across wind.

The task should be completed in front of the pilot with the entry into the climb and exit from dive coinciding spatially. The loops should indeed be as circular as possible with particular attention paid to the second as the speed dies; the key to these vertical tasks is having a sufficiency of speed at the start ...failure to achieve this is a sign that the pilot has insufficient grasp of the dynamics of the task or the capability of the model. The second loop should replicate the first in its positioning with the pilot being aware of and correcting for downwind drift.

(e) Fly crosswind left to right and complete a stall turn away from the slope.

Points to look for are sufficient speed on entry, a vertical climb and dive phase, and a truly stalled turn at the top with major use of the rudder. It is acceptable to initiate yaw before the vertical energy is exhausted as there is no prop wash to kick the tail over. Entry into the climb and exit from the dive should be at about the same height with the exit as crosswind as the entry.

(f) Fly crosswind right to left and complete a stall turn away from the slope.

Points to look for are sufficient speed on entry, a vertical climb and dive phase, and a truly stalled turn at the top with major use of the rudder. It is acceptable to initiate yaw before the vertical energy is exhausted as there is no prop wash to kick the tail over. Entry into the climb and exit from the dive should be at about the same height with the exit as crosswind as the entry.

The two stall turns do not have to be completed as two halves of a linked manoeuvre, as it may be necessary for height to be regained after the first stall turn.

(g) Complete 10 seconds straight and level inverted flight across wind.

This should be attempted with the model rolling to inverted at the start of the run from one end and rolling out to upright at the end of the run. Half looping into the run is also acceptable, but there is likely to be insufficient energy from this type of entry to complete a satisfactory inverted phase. Again a sufficiency of speed on entry should be looked for to maintain height and a true direction when inverted; a low energy on entry will almost always produce a meandering direction with unacceptable height variation during the run and a very poor roll out on exit. The run should be straight and true with possibly some correction for drift. If the slope is such that a ten second run is not feasible the candidate should be asked to complete two runs of shorter duration. This is to be clarified between examiner and pilot prior to the flight starting.

(h) Perform one axial roll across wind, either from the left or right.

Points to be looked for are again the energy going into the roll; it must be truly axial with no hint of barrelling. Some models will complete the roll without rudder but when the model does not have this characteristic the pilot should be inputting rudder to keep the nose up when fully banked. This task requires a couple of seconds to complete; it should not be flick roll and nor does it need to be a slow roll, but of sufficient time to let the examiner see that the axial attitude is maintained visibly through all phases of the roll.

(i) Perform one axial roll across wind in the opposite direction to (h), rotating in the opposite direction to (h).

As in (h) above.

As this second roll is likely to test the pilot's co-ordination skills more than the first roll, expect to see a slightly less polished execution but the roll still has to meet the basic expectations.

(j) Perform a three turn spin with exit in the same direction as the entry.

The model must enter the spin fully stalled, with possibly rudder and aileron inputs to initiate the spin. It must be a true spin, with no transition into a spiral dive; if the pilot complains that the model won't spin or flops into a spiral dive after an initial spin, either the trim of the model needs attention or the pilot should not be using that model for the test.

Look for a clean recovery from the spin with sufficient build up of speed in the vertical before pulling out in the same heading as on entry into straight and level flight; if the exit has been performed correctly there should be tendency to slip into an opposite spin on exit.

(k) Fly a left hand rectangular landing approach and overshoot.

The purpose of this task is to demonstrate the ability to judge height, speed and direction in the landing approach pattern and to do so in a left hand pattern in (k) and the opposite of that in (l) below. Additionally the pilot is expected to show a high degree of awareness of any potential hazards on the slope, whether they be caused by such things as curl-over/rotors, fixed hazards such as trees or fences or perhaps more significantly, members of the general public on the slope. The circuit should remain out in front of the pilot and thus allow them to keep the landing area in view at all times. A pilot should not fly around themselves.

The following suggestions are only appropriate where the local rules and topography allow flying in the areas mentioned.

This circuit should be consistent with a real landing approach albeit aiming for a touch down about ten feet above ground level to enable the overshoot or higher if there is some distance to go before safely regaining the slope lift band.

This manoeuvre should normally be completed with the final approach to the overshoot some way behind the slope edge.

Where landings behind the slope are not possible it is recommended that tasks (k) and (l) are performed as an approach and overshoot to a slope side landing, requiring competency in a very different skill.

The examiner will be looking for the judgement necessary in taking the model way down the slope face, turning into the slope to crab cross wind up the slope steadily losing energy and speed until at a point of just reaching the top of the slope where the model is close to but not actually stalling to enable the pilot to complete a final turn into wind with virtually no, or even negative, ground speed such that by holding the wings level the model settles to the ground on the edge of a stall.

Given that the slope side approach and overshoot is infinitely variable depending on wind speed and direction it is reasonable to expect the pilot to carry out one or two passes at the task before calling the attempt to be assessed. Another reason to allow a trial pass or two is that a miscalculation here often results in a wrecked or unflyable model, thus terminating the test without a positive outcome. A key point here is to observe how effectively the pilot adjusts the approach legs of the circuit based on the previous pass(es).

(l) Fly a right hand rectangular landing approach and overshoot.

As in (k) above but flown in the opposite direction. Normally the pilot will have a strong and weak turning direction, so the examiner must watch both circuit directions with equal concentration. Remember the circuit should remain out in front of the pilot and thus allow them to keep the landing area in view at all times. A pilot should not fly around themselves.

(m) Fly a rectangular landing approach either left or right hand and land within 15 metres of a pre-determined spot

The same discretions as in (k) and (l) above apply to the actual landing.

Under all normal circumstances the expectation that the model should land within 15 metres of the spot is quite reasonable where the conditions of weather and terrain are favourable. Even in high wind strengths this should be attainable given the absence of slope conditions giving rise to rotors or other extremes of turbulence in the available landing areas. Models fitted with brakes should be able to complete this task with a high level of accuracy.

Slope side landings will require a degree of discretion from the examiner; any safely completed such landing in approximately the area nominated beforehand with the model landing upright, wings level with little or no energy remaining in the model, resulting in a totally undamaged model, may be judged a success.

(n) Remove model from landing area.

It is best practice to leave the transmitter behind when retrieving the model. The Examiner can help here by holding in agreed deflections in windy conditions to prevent the model flipping over or even taking off again.

Also carefully observe the pilot as he retrieves his model to see that he is checking on the movements of other models, which may be over flying the area or possibly landing.

(o) Complete post-flight checks required by the BMFA Safety Codes

Expect to see the pilot checking for full and free control movements after a normal safe landing but a more rigorous airframe inspection if the landing has been somewhat abrupt, as can easily happen on rough terrain.

Check that the pilot frees up the used frequency in a timely manner if others are waiting to fly. When switching off verify that the Rx is switched off first before the Transmitter.

The Questions

The candidate then "must answer correctly a minimum of eight questions on safety matters, based on the BMFA Safety Codes for General Flying and local flying rules."

Remember that on no account can good performances on the questions make up for a flying test that you considered a failure. If you have failed the candidate's flying you should not even start to ask the questions. On the other hand the achievement scheme is a test of both flying ability and knowledge. It doesn't matter how well the candidate can fly, if they cannot answer the safety questions they should not pass.

How many questions you should actually ask will depend on the circumstances at the time. For instance, if the candidate has done a good flying test and answers the first five questions with confidence then you need go no further. An acceptable test but with some rough edges can be offset to an extent by the candidate performing well in the first five questions.

A candidate who has done a test which you found only just acceptable and who hesitates on the questions should be asked a few more than five and if you are not satisfied that they have actually read the safety codes, you should not hesitate to fail them.

There is some debate as to whether a list of 'approved' questions should be published for examiners to use. Current opinion is that if such a list is published then candidates will also be able to study the list and will not need to study the BMFA handbook and this is probably not a good idea.

As an examiner, however, you should prepare yourself thoroughly for any testing that you do and you may wish to sort out your own personal and private list of sensible questions. Don't forget that you can use any local rules which you know and which the candidate should be aware of.

Remember that the majority questions you ask are to be BASED on the BMFA Safety Codes; you are not expected to ask them 'parrot fashion' and the candidate is not expected to answer that way either. This opens up the possibility of asking a candidate if they can think of reasons behind specific rules. For instance, why is the club frequency control system operated as it is and what might go wrong? or why should operating transmitters not be taken out when retrieving models from an active flying area?

Questions may also be posed on safety topics not necessarily covered in the Codes where special provisions apply on that slope or other slopes likely to be used by the candidate, which it would be reasonable to assume that the pilot should already be aware of them before flying there.

Some of the questions must cover the special rules pertaining to public display flying, which may cause a negative comment from the pilots as in most cases they will have no intention to do so. However it must be pointed out that a B in any discipline can often be taken into account by a show organiser. Hence there is an importance of demonstrating knowledge of the special codes relating to display flying. It is better that this is explained to the candidate in advance of him coming forward for the test to avoid a surprise or an adverse reaction when such questions are posed.

Issue 1 Ratified by Areas Council, 10th June, 2006.

Examiners and Candidates Check List

The following is a short checklist of matters to discuss with the candidate taken from this document. This checklist can be used to ensure that all points raised above have been discussed with the pilot prior to any flights:

- 1 Has the candidate read: -
The BMFA handbook
Local site rules (if applicable)
'Safety Code for General Flying'
'Operational Guide, All Models and Radio Control'
Code of Practice for Model Flying Displays
- 2 Discuss whether the model is suitable in "these conditions"
- 3 Any "no fly zones" need to be identified and any local slope sharing rules
- 4 Remind candidate to talk you through anything that the helper does for them as the test progresses
- 5 Agree model position for the main flight tasks
- 6 Agree any Airspace requirements that need to be pre-determined by the Examiner and Candidate prior to the commencement of the test flights
- 7 Clearly identify the landing target and agree with the candidate the required landing pattern that is being looked for (This includes the upwind position from which the manoeuvre starts). Possibly agree the general area to be used in the case of a baulked landing.
- 8 Question the pilot on Frequency control in use at this site and on what he intends to do with his Transmitter whilst retrieving his model.

‘B’ CERTIFICATE (SILENT FLIGHT - SLOPE)

Examiners Test Flight Check List

Candidates Name	BMFA Number	Date	Examiners
FLIGHT TASK		COMMENTS	
(a)	Carry out pre-flight checks as required by the BMFA Safety Codes		
(b)	Launch the model, gain height and complete one horizontal circuit (either left or right hand) in front of the pilot		
(c)	Fly a horizontal figure eight with the crossover point in front of the pilot		
(d)	Fly two consecutive loops across wind		
(e)	Fly crosswind left to right and complete a stall turn away from the slope		
(f)	Fly crosswind right to left and complete a stall turn away from the slope		
(g)	Complete 10 seconds straight and level inverted flight across wind		
(h)	Perform one axial roll across wind, either from the left or right		
(i)	Perform one axial roll across wind in the opposite direction to (h), rotating in the opposite direction to (h)		
(j)	Perform a three turn spin with exit in the same direction as the entry		
(k)	Fly a left hand rectangular landing approach and overshoot		
(l)	Fly a right hand rectangular landing approach and overshoot		
(m)	Fly a rectangular landing approach either left or right hand and land within 15 metres of a pre-determined spot		
(n)	Remove model from landing area		
(o)	Complete post-flight checks required by the BMFA Safety Codes		
Answer satisfactorily a minimum of eight questions on safety matters, based on the BMFA Safety Codes for Model Flying and local flying rules			

BRITISH MODEL FLYING ASSOCIATION

SMAE Ltd

Chacksfield House, 31 St Andrews Road, Leicester, LE2 8RE

Telephone - 0116 2440028 Fax - 0116 2440645

E-Mail - admin@bmfa.org Website - <http://www.bmfa.org>