

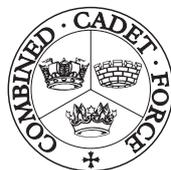


**air  
cadets**  
*the next generation*

***air cadet publication***

*ACP 42 4th Edition*

*Air Cadet Training Handbook  
Staff Cadet Examination Part 2*



*Headquarters Air Cadets  
November 2006*

## **FORWARD**

To the Staff Cadet Candidate:

Successful completion of the Staff Cadet examination means that a cadet has completed all of their training and is ready, under the squadron officers supervision, to assist in the running of the squadron and to assume responsibility for various activities.

The oral examination is knowledge of the Corps, squadron administration and supply procedures, and together with the test of instructional or organizational ability, covers a wide area. This booklet discusses the important parts of these subjects with which you, as a potential Staff Cadet, should be reasonably familiar.

Study it and use it to enrich your experience in your own squadron. You may not be able to memorise it all but if you cannot answer a question, this booklet will help you to know where to look for the answer. The answer to most questions arising in your squadron can be found in one or other of the relevant publications.

It is most important that you appreciate that much of the detail – such as the precise references quoted or statistics – will become out of date as amendments to detailed procedures are made. The first thing to do in case of doubt is to look in ACP 20A and ACP 20B. Both ACPs are regularly reviewed and amended as required.



## CONTENTS

|           |  |
|-----------|--|
| CHAPTER 1 | The Corps Structure – Higher Organization  |
| CHAPTER 2 | The Corps Structure – Unit Level   |
| CHAPTER 3 | Squadron Administration and the Adjutant's Duties  |
| CHAPTER 4 | The Duties of the Training and Supply Officer  |
| CHAPTER 5 | The Duties of the Adult Warrant Officer, SNCO, Civilian Instructor, Padre and Civilian Committee |
| CHAPTER 6 | Instructional and Organizational Ability   |
| ANNEX A   | Age Limits and Qualifications for Various Activities   |
| ANNEX B   | Instructional Techniques   |
|           | ACP 42 Questionnaire   |

## CHAPTER 1

### THE CORPS STRUCTURE - HIGHER ORGANIZATION

#### **SQUADRONS**

1. In building a structure it is usual to start at the bottom by laying the foundation, and the strength of the structure relies almost entirely on the strength of this foundation. Fig 1 on page 1-5 shows how this process applies to the Corps structure, starting with the squadrons and detached flights which are, of course, the basic formations in the Air Training Corps and thus are the foundation on which the rest is built. There are 930 Squadrons and 93 Detached Flights at the time of this amendment (Jul 06).

2. Each squadron stands very much on its own feet, ordering its own life within the framework of the Corps under its own officers and staff, helped by its own committee of local citizens.

3. There are 2 kinds of squadron, 'local' and 'school'. 'Local' means the membership is open to any eligible young person selected by the squadron commander. In 'school' squadrons membership is restricted to pupils and former pupils. Local squadrons are also referred to as 'Open squadrons'. There are many more 'local' than 'school' squadrons. Every squadron has a number and the name of the town or community from which it draws its members. Those numbered 1 to 50 have a letter (F) as well, which means that they were in the first 50 squadrons to be formed in 1938 to lay the foundations of the old Air Defence Cadet Corps (ADCC). When the ADCC was disestablished and the Air Training Corps was formed in February 1941, all the ADCC squadrons were absorbed and these original units were permitted to display the letter 'F' in recognition of the fact that they were the Founder Squadrons. Over 30 of them are still operational today.

4. Squadrons (and detached flights) are of varying sizes and their establishment of staff is laid down in Instruction No 101 of the Air Cadet Publication 'ACP 20B - Administrative Instructions'. 'Establishment' in this sense means the number of adult staff that may be appointed to run the squadron or detached flight - this number may not normally be exceeded. Learn the establishment of your squadron and know where to look it up for other different-sized squadrons - your squadron holds a copy of ACP 20B. Remember too that when there is a significant change in squadron strength which is held for 3 consecutive reporting periods HQ Air Cadets will automatically adjust the establishment.

5. Cadet Corporals, instructor/cadet sergeants, instructor/cadet flight sergeants and instructor cadet warrant officers also play a part in the squadron structure and the establishment for these are laid down in 'Regulations for the ATC', AP 1919, paragraph 408. Instructor Cadets are aged 18 or over. Note that this establishment too is related to the size of the squadron in enrolled cadets. ACAI 224<sup>1</sup> currently permits the appointment of instructor cadet warrant officers over and above the establishment in AP 1919, para 408, by a number equal to 2/3rds of the squadrons in the wing, ie a wing of 21 squadrons could have up to 14 extra cadet warrant officers, giving a total of 35.

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<sup>1</sup> ACAI is Air Cadet Administrative Instructions, which are found in ACP 20B.

6. While on the subject of establishments, note that cadet classifications - ie Second Class, First Class, Leading, Senior and Staff Cadets - are not restricted by establishment. The number of cadets of a particular classification in any squadron depends solely on how many cadets have passed the appropriate examination.

7. The welfare and recreational side of a squadron's activities, as distinct from training and parades, is the responsibility of the Squadron Civilian Committee, which also administers the squadron's funds. A squadron fortunate enough to have an active, harmonious and sympathetic committee is sure to be happy. ATC squadrons are financed on the broad principle that the Ministry of Defence meets the cost of the official training programme, whilst other recommended activities and social facilities are provided from a 'non-public' fund, ie money which has not been provided by a Government department. Your squadron non-public fund is raised by the Civilian Committee. The Air Training Corps, therefore, has good reason to be grateful to the members of squadron committees, people with business experience and also often of local eminence, who thus show in a practical way a genuine interest in youth and the ATC.

8. Squadron Commanders arrange the appointment of chaplains to their squadrons in consultation with the civilian committee. They provide the chaplain with the opportunity of meeting cadets and of taking part in the squadron training programme.

## **WINGS**

9. The structure of an ATC Wing now begins to emerge. Groups of squadrons are formed into wings, of which there are 36. Each wing is commanded by an RAFVR(T) officer of the rank of Wing Commander. Each wing HQ has a small professional staff for administrative duties headed by a Wing Administration Officer, who is an officer commissioned into the Royal Air Force Reserve and established in the rank of Squadron Leader. The number of professional staff at a wing headquarters is detailed on a special form known as the 'Local Unit Establishment' (LUE), held at HQ Air Cadets. The Wing Commanding Officer also commands a number of RAFVR(T) staff officers who are responsible to him for general standards in the wing. The establishment of the RAFVR(T) officers on the wing staff is laid down in AP 1919, Chapter 2.

10. Just as a squadron has a Squadron Committee, each wing has a voluntary civilian Wing Committee, headed by the Wing Chairman and including the Wing Commanding Officer and Wing Chaplain as ex-officio members. The functions of committees are covered more fully in Chapter 5, paragraphs 10 to 14.

## **REGIONS**

11. Groups of wings on a geographical basis are formed into regions. There are 6 regions, each with a headquarters composed of a small professional staff established on the HQ Air Cadets LUE and commanded by a Regional Commandant who is a retired RAF officer holding a commission in the Royal Air Force Reserve in the rank of Group Captain. Each region has a civilian Regional Chairman of a Regional Council, and a Regional Chaplain. Each region also has a small staff of RAFVR(T) officers who undertake various regional responsibilities, e.g. Regional Training Officers (RTO)

## HEADQUARTERS AIR CADETS

12. The next formation above the ATC Regions is Headquarters Air Cadets (HQ AC), located at RAF Cranwell. It is composed of a staff of professionals headed by an Air Commodore of the RAF who is the Commandant Air Cadets. He is assisted by the Chief of Staff who is a retired RAF officer, holding a commission in the RAF Reserve in the rank of Group Captain. The Commandant is responsible to the Training Group and in turn to HQ RAF Personnel and Training Command (HQ PC) for the command, discipline, training and administration of the Air Cadet Organization. HQ PTC is in turn responsible to the Air Force Board of the Defence Council.

## MINISTRY OF DEFENCE

13. The pinnacle of the structure is the Air Force Board of the Defence Council, which deals with matters of policy concerning the Air Training Corps through the Air Member for Personnel who is an Air Chief Marshal and is a member of the Board by virtue of his position as Head of the Royal Air Force. The Air Force Board is advised on matters concerning the Air Training Corps by the Air Cadet Council. The President of the Air Cadet Council is the Parliamentary Under Secretary of State (a political appointment by the Government of the day, ***ie appointed by the Prime Minister***, and the Vice-President is the Director-General of Training and Personnel (RAF) (an Air Vice-Marshal). The Commandant Air Cadets is a full voting member, as is the Chief Executive Training Group. The Members comprise of the Chairman of each of the 6 Regional Commandants, a representative of the ATC in Northern Ireland, and the Chairman of the Chaplain's Committee of the Council, who is the Corps Chaplain. The 6 Regional Commandants are in attendance but have no voting rights. The Air Cadet Council has 2 subordinate committees; one is the Chaplain's Committee, which meets separately and forwards its recommendations to the Council through the Corps Chaplain; the other is the Welfare and Sports Committee, which meets separately under the Chairmanship of Commandant Air Cadets for the administration of welfare and sport, and for maintaining and allocating the income of the General Purposes Fund.

## AIR COMMODORE-IN-CHIEF

14. The Air Training Corps was established by Royal Warrant dated 5 February 1941; this means the King, who had himself been a RAF officer in 1918, had given his approval to the formation of the Corps and wished it to be known that the Corps was a national institution worthy of the support of all influential people up and down the country. King George VI was the first Air Commodore-in-Chief. The Royal Warrant has been amended from time to time, the most recent occasion being 1967 as a result of the report made by a special committee set up to review the Corps. The current wording of its main clauses is set out in ACTI No 1 in ACO 20A<sup>2</sup>. Marshal of the Royal Air Force, His Royal Highness the Duke of Edinburgh, is the present Air Commodore-in-Chief. Cadets of today and tomorrow should be aware of the heritage that is theirs.

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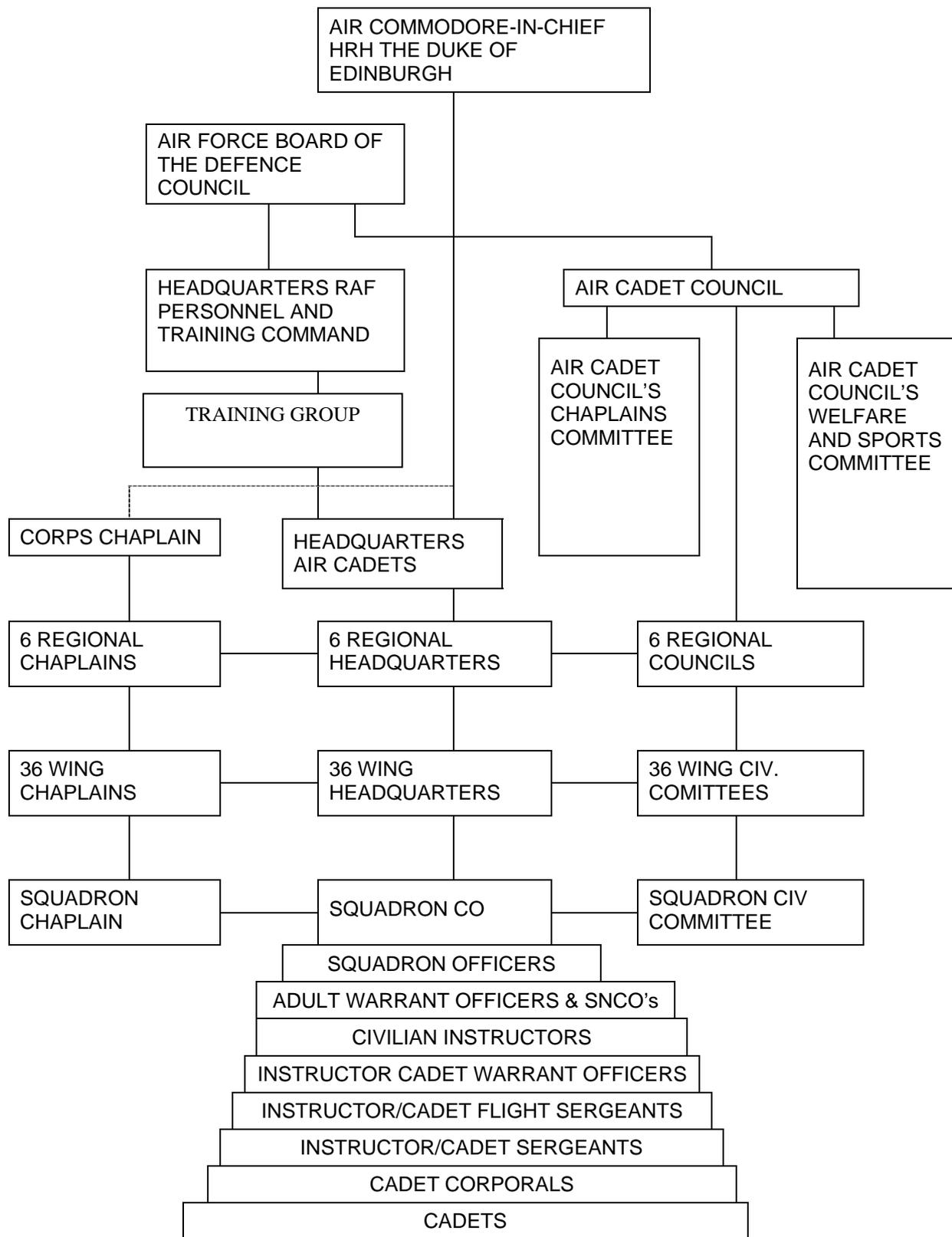
<sup>2</sup> ACTI means Air Cadet Training Instruction. The Instructions are issued by HQ AC and are found in ACP 20A.

## CONCLUSION

15. The main structure is now complete. We have left out some of the important elements at this stage such as the Volunteer Gliding Squadrons (VGS) and Air Experience Flights (AEF) (which are mentioned in the next Chapter) so that you can see how the ATC is organised and controlled at all levels. You will now understand that at the ultimate head of our structure is the elected Government, which has the final word on policy and controls the purse strings for the supply of public money which keeps squadron training alive.

16. Remember:

- a. That the Corps structure is closely integrated into the RAF at the top but is operated entirely by volunteers at squadron level.
- b. That in a Government structure whenever a permanent job is to be done there must be an establishment before anyone can be nominated, appointed or promoted to do the job.
- c. Where to look to find your own squadron designation and establishment.
- d. That any significant change in the number of enrolled cadets which is held for 3 consecutive reporting periods will normally result in automatic regrading, with consequent variation in establishment.
- e. The names of your own squadron officers and squadron committee, your Wing Commanding Officer, your Regional Commandant and your Commandant Air Cadets.



|     |                           |          |
|-----|---------------------------|----------|
| 926 | SQUADRONS                 | 930 max  |
| 48  | DETACHED FLIGHTS (approx) | 93 max   |
| 974 | UNITS (approx)            | 1023 max |

Fig 1 - The Corps Structure

## CHAPTER 2

### THE CORPS STRUCTURE - UNIT LEVEL

#### **COMBINED CADET FORCE**

1. The Commandant Air Cadets, the RAF officer at the head of HQ AC (an Air Commodore in rank) also has executive control of all Royal Air Force Sections of the Combined Cadet Force (CCF). These cadets plus those of the ATC make up the organization generally known as the Air Cadet Organization (ACO).
2. The CCF is a voluntary, part-time force organized in schools which continue education to 17 years of age and above. It comprises Navy, Army and RAF Sections. Its broad function is to provide a disciplined organization through which boys and girls may develop qualities of endurance, resourcefulness, self-reliance, leadership and responsibility, as well as a sense of public service. At the time of writing there are some 8,900 cadets in 180 CCF (RAF) Sections.

#### **FLYING AND GLIDING**

3. The Royal Air Force provides 2 main types of flying for cadets of the ATC and cadets of the RAF Sections of the CCF. These are in:
  - a. **Air Experience Flights (ACTI No 31).** Air Experience Flights (AEFs) are established to provide air experience for cadets. They use the Grob Tutor 115 aircraft and are located at Royal Air Force or civilian airfields up and down the country. There are 13 AEFs. Numbers 1-12 are commanded by regular RAF officers and number 13 in Northern Ireland is commanded by an RAFVR(T) officer. The staff pilots who are on the establishment of the AEF to fly with cadets are RAFVR(T) officers, but some regular officers help out on an opportunity basis.
  - b. **Volunteer Gliding Squadrons (ACTI No 32).** The Air Cadets Gliding School (ACCGS) at Syerston, plus 28 Volunteer Gliding Squadrons (VGSs), teach air cadets over the age of 16 years to fly gliders up to the solo stage. This is called Gliding Scholarship (GS). Before that, cadets will normally have had some air experience gliding AEG and have completed Gliding Introductory Course (GIC). Cadets who do well at Basic Glider Training (BGT) will be recommended for Advanced Gliding Training (AGT). ACCGS is commanded by regular RAF officers and staffed by full-time officers of the RAF Reserve. The VGSs are staffed by RAFVR(T) officers and civilian gliding instructors. Some cadets can go on to be instructors.
4. Cadets have other opportunities to fly. The RAF offers flights in RAF aircraft when cadets are at camp or visiting Stations. The RAF also operates the Flying Scholarship Scheme through which cadets can learn to fly powered aircraft at Civilian Flying Clubs (ACTI No 34). A number of operators of private or commercial aircraft fly cadets under schemes known as 'Opportunity Flights', 'Passenger Flights' and 'European Flights' (ACTI No 35). There is also a scheme whereby cadets are given overseas flights in RAF aircraft (ACTI No 33).

## ADULT TRAINING FACILITY (ACTI No 92)

5. Because very many civilians join the Air Training Corps each year by volunteering to form the staffs of squadrons, air experience flights and gliding schools, a centre has been set up to which they go to learn the initial steps towards becoming officers and warrant officers. Later, when they have more experience, they go again to be up-dated and prepared for promotion. This centre is called the Adult Training Facility (ATF), at RAF Cranwell, and is part of HQ AC organization.

## PARENTING AND AFFILIATION

6. As well as being integrated with the Royal Air Force for control and command, the ATC and RAF Sections of the CCF have a very close liaison with the RAF for day-to-day parenting and affiliation. It is necessary to know the difference because the same RAF Station may not provide both facilities and with the reduction of RAF Stations, some of these duties may be undertaken by Army units.

7. **Parenting.** Parenting is the provision of services to help ATC squadrons to operate efficiently. The arrangements for each ATC squadron are made by Headquarters Air Cadets, and are listed in ACP 8 - List of ATC Units, under the heading 'ATC Location and Parenting Statement'. ACP 8 is held at your wing headquarters and to find your own squadron's Parent Station or Stations you need to ask your Squadron Adjutant as he holds a copy of your squadron parenting details taken from ACP 8. For example, No 10F (Luton) Squadron has the following entry:

| <u>PARENT STATION</u>     | <u>PARENTING PROVIDED</u>                                    |
|---------------------------|--|
| RAF BRAMPTON/WYTON/HENLOW | A3, E, F, M3, T8, T10, T13, W                                |
| A3                        | Accommodation – Functional                                   |
| E                         | Supply – All Services  |
| F                         | Fire Precautions   |
| M3                        | Medical – Medical Equipment                                  |
| T8                        | Technical – Ground Defence Weapons (Storage and Maintenance) |
| T10                       | Technical – Explosives storage and Ground Ranges             |
| T13                       | Technical – Full administration and Control of Vehicles      |
| W                         | Property Management – Works Services                         |

8. **Affiliation.** Affiliation is a scheme to enable Royal Air Force Stations to provide direct and effective assistance to air cadet units in their vicinity (ACP 20A, ACTI No 5). Only wing headquarters are affiliated and all requests by squadrons are actioned by wing headquarters with the RAF Station. Each RAF Station Commander appoints a Station officer to co-ordinate the activities of the Station in respect of all affiliated units of ATC, CCF RAF Sections - and other approved organizations such as Air Scouts, and the Girl's Venture Corps. As many units may be affiliated to the same RAF Station, he has a busy time. He is known as the Air Cadet Liaison Officer and he is usually referred to as the 'ACLO', said as one word. In general, RAF Stations provide assistance wherever they can:

- a. By accepting air cadets on day visits. (Exceptionally, 2-day visits if long journeys are involved).
- b. By providing facilities for wing functions and courses.

- c. By providing RAF personnel (officers and airmen) to visit ATC squadrons to assist with the training programme.

## **CONCLUSION**

9. It is important to know the unit structure of the Corps, shown diagrammatically in Fig 2 and detailed in this chapter so that you have a basic knowledge of the services and assistance available to your squadron. Remember:

- a. The flying and gliding structure and where to look to find the opportunities available to cadets.
- b. The difference between the parenting and affiliation schemes and the details affecting your own squadron.

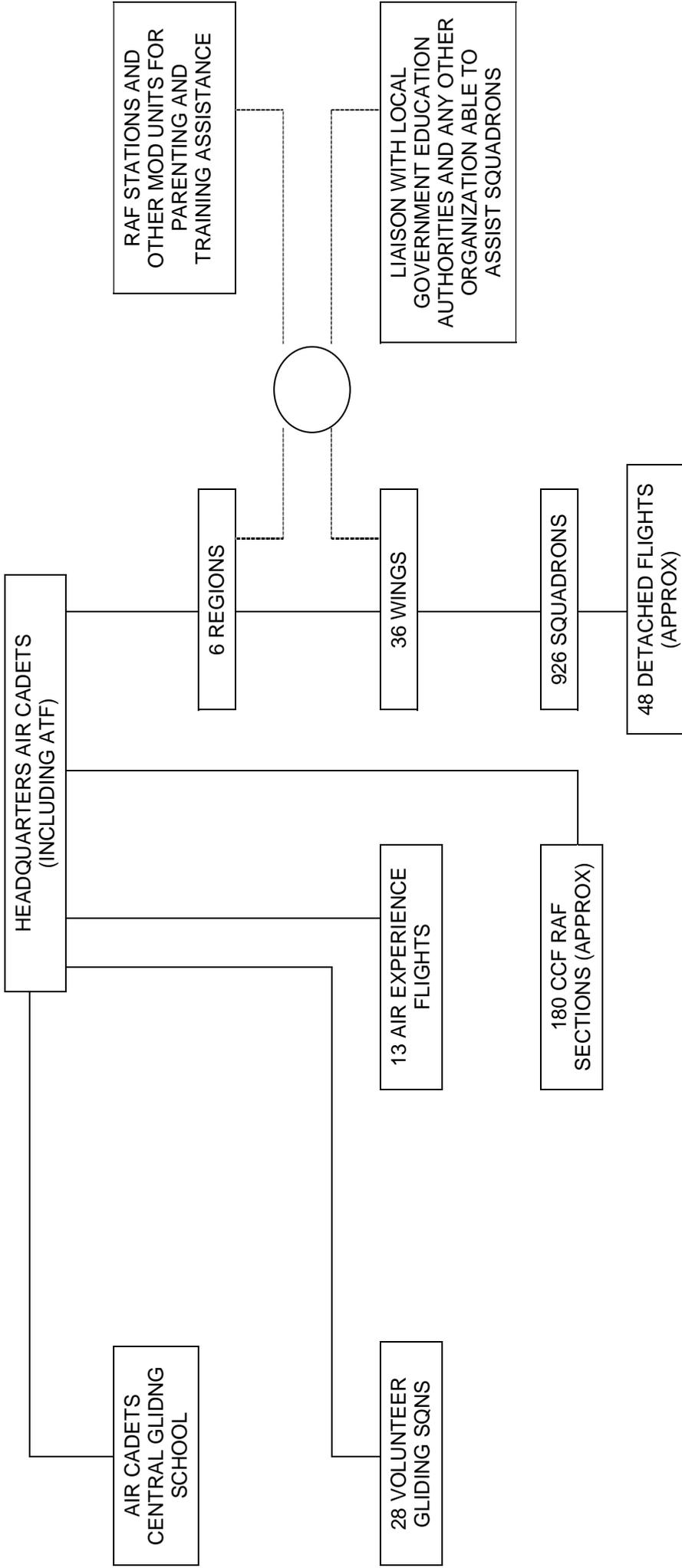


Fig 2 - Air Cadets Unit Structure

## **CHAPTER 3**

### **SQUADRON ADMINISTRATION AND THE ADJUTANT'S DUTIES**

1. The Squadron Commander is responsible for all aspects of their squadron - for cadets' training in the syllabus subjects; for the well-being of all in the squadron and for its standing in the local community. Running a successful squadron is not easy and the Squadron Commander requires and deserves the loyal support and active cooperation not only of their own staff and cadets but also of all those other people who have some responsibility for and interest in the squadron.
2. To implement these responsibilities, Squadron Commanders pick their officers and instructors and, by personality and efficiency, weld them into a team having their own enthusiasm for ATC activities and an interest in every cadet in his or her squadron. The Squadron Commander needs to know something of everything and everything of some things; something of every subject taught by his or her staff; and everything about ATC rules and regulations, the ATC syllabus of training, the decisions of the committees on which the CO represents their squadron, the orders issued by Wing, Regional and Corps Headquarters - and most important of all, everything possible about their own cadets. This knowledge enables the CO to order the squadron's life within the general framework of the Corps.
3. Chapter 1 shows that the Squadron Commander's team will vary in size according to the size of the squadron in enrolled cadets. For instance, a "Type D" squadron (46-60 cadets) will have up to 3 other Officers, 3 Warrant Officers or Adult SNCOs and up to 4 Civilian Instructors. Fig 3 shows how their squadron duties might be arranged, although it is by no means the only way a squadron may be managed effectively.
4. A smaller squadron, with a smaller establishment (i.e. less staff), has the same spread of work but fewer staff; a Squadron Commander then has no alternative but to allocate the various tasks to those officers on the squadron. In most cases squadron officers will also instruct, since there are unlikely to be sufficient civilian instructors to cover all the subjects. Thus there is plenty of opportunity for a Squadron Commander to delegate work normally carried out by Officers to Staff Cadets because the whole essence of good organization and administration is to think of everything that has to be done and then to put together the team required to do it. For a squadron to be successful business-like methods are essential and a well-run office is a great asset.
5. Administration involves knowledge of the rules and regulations affecting the Corps because this is the framework within which the squadron must work. It is not possible to remember everything, but it is essential to remember where to look to confirm or find the answer to any question. It is therefore essential that staff cadets should know of, and be able to use effectively, these publications:

- AP1919 - 'Regulations for the Air Training Corps'. This is a Ministry of Defence publication, which reflects MOD policy regarding the Corps. It is not amended as frequently as ACPs 20A and 20B. The 7th Edition of AP1919, dated Nov 2006, is the current issue.
- ACP 5 - Air Cadets Health & Safety Manual
- ACP20A - Air Cadet Training Instructions
- ACP 20B - Air Cadet Administrative Instructions.  
The two publications are produced by HQAC and amended regularly. More likely to be up to date than AP1919 and certainly include greater detail.
- ACP 300 - ATC Finance Manual
- AP 1896 - Scale of RAF Equipment for Air Training Corps Squadrons.

6. By referring to these books you will be able to find information and guidance on all aspects of Corps administration. As a Staff Cadet you could be allocated any of the duties listed in Fig 3 and so details of where to look for information about each are listed in the following paragraphs.

*Note: Other books, forms and useful posters are listed in the annexes to Air Cadet Administrative Instruction (ACAI) 116 of ACP 20B.*

## THE ADJUTANT'S DUTIES

7. **Accommodation and Works Services.** It is the responsibility of the Civilian Committee to identify a suitable site for a squadron or DF. The provision of permanent squadron buildings is the responsibility of HQAC through their agents, the Reserve Forces and Cadets Association (RFCA); but once the buildings are in place it becomes the Adjutant's responsibility to arrange for the premises to be maintained in good condition. There is not much public money available for this maintenance; Civilian Committees may apply to Wing Headquarters for a share in whatever is available from RAF or RFCA sources, but it is almost always necessary for a squadron to lay out its own grounds and help with its own maintenance. Since the manner in which a squadron headquarters is maintained may often be taken by visitors and the general public to indicate the worth of the squadron, this is an important task which might well be entrusted to a Staff Cadet; the skills involved here would be much the same as in your own home.

8. **Regulations and Instructions.** National law is the basis of any civilised disciplined society and we all are subject to it. Within the law, various organizations have their own rules and in the Services and cadet organizations the rules are generally called regulations and instructions. You will learn many of them by experience; you probably already know your own squadron's rules very well, but you cannot be expected to know all the regulations and instructions. The important thing is to know where to find those that govern and concern the particular activity you may be planning. AP 1919 contains the ATC policy. For example, it gives the main responsibilities of Wing Commanding Officers (para 113); and Squadron Commanders (para 119). The detailed specific ATC activities are in either ACP 20A

or ACP 20B or a special-subject ACP. The regulations about air experience flying for cadets are in ACTI No 31 in ACP 20A; the regulations for Annual Camps are in ACP 237; and those for adventure training are found in ACP 17. When you need to look up the regulations on any subject it is probably quickest to tackle it as follows:

- |    |  |   |
|----|--|---|
| a. | Is it a major policy matter?               | If so, look up in index to AP1919.  |
| b. | Is it a common activity for all squadrons? | If so, see the Contents List in ACP 20A or 20B or the list of ACPs by subject at ACP 20B Instruction 116 Annex B. |
| c. | Is it to do with health and safety?        | If so, look it up in ACP 5 (Health and Safety Manual)   |
| d. | Is it to do with finance?                  | If so, look up in ACP 300 (Finance Manual)  |
| e. | Is it a local matter?                      | If so, look up your Squadron or Wing Routine Orders.  |

9. **Annual Planning.** A year passes very quickly and the ATC training programme covers a wide field. If cadets are to participate in the very many activities available, forward planning is essential. The dates of standard activities like examinations, courses, cadet visits, annual camps, air experience flying and passenger gliding should be published well in advance so that individuals will be able to plan their attendance. It is strongly recommended that the Adjutant should maintain one (*and only one*) “master” year planner, which is regularly updated with all the key dates affecting the sqn. From this “year to view” planner, lists of planned activities over the next few weeks can be produced for other notice boards and/or issued to each cadet and member of staff.

10. **Correspondence and Forms.** This is probably one of the most important aspects of the Adjutant’s duties. In an organization composed of so many units manned by volunteers the only common method of communication is by the written word in the form of a letter or even E-mail. The receipt, actioning and writing of letters are an essential function of the efficient squadron. The Royal Air Force has an efficient filing and indexing system which can be used, at least in part, by squadrons. Files when opened are numbered and the numbers are listed in a File Index made up at the squadron so that they can be easily found when wanted. Most of the ones that a squadron will need are listed in ACP 20B. The correct treatment of correspondence is a valid indicator of an efficient squadron and Staff cadets could do work of great value for a squadron by undertaking some responsibility for correspondence.

11. **Records.** All efficient units keep records because the Commanding Officer needs to know the facts about his squadron. These facts also provide the practical evidence needed by each headquarters in the chain of command up to the MOD in the planning and control of Corps activities. The important squadron training records are listed at ACTI No 4 and staff cadets should know these and how to keep them up to date.

12. **Transport.** Transport is a very important matter since all activities away from squadron headquarters involve travel. Some squadrons have their own transport. All forms of transport require much administrative work; including forward planning and the 'rules' should be common knowledge. The first important rule is to know the difference between 'individual' and 'collective' travel - collective travel rules come into force when 3 or more cadets travel in a party. Chapter 10 in AP1919 is the general authority, but it may be best to use ACP 300 (Finance Manual). When collective travel is required, the first thing to do is to find out whether the wing HQ has funds available in the budget. It is important to note that collective travel may be allowed only when the travel is in connection with the authorised training syllabus and the easiest reference for this is Annex B to ACTI No 1. It is also vital to use the right Form and to complete it in advance, so that the authority to spend the money may be given. ACP 300 tells you how and when to use:

|         |   |
|---------|---|
| Accts 4 | Application to Travel at Public Expense<br>(Collective Unit Travel) |
| Accts 7 | Camp Travel Costs (Easter/Summer/Half<br>Term/Windermere/Llanbedr). |

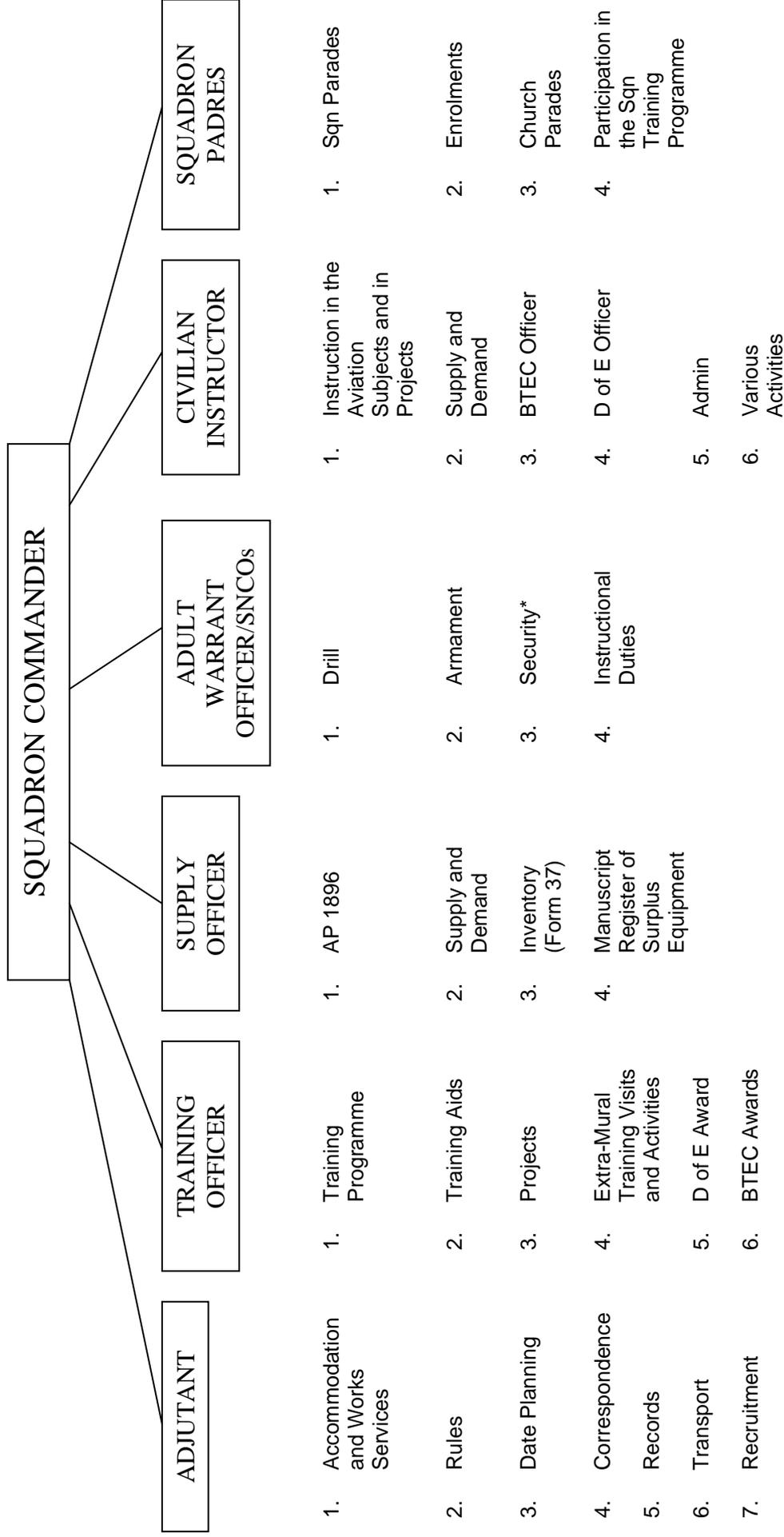
13. **Recruitment.** Many cadets join and leave a squadron throughout the year and so recruitment of new cadets is an on-going task for the Adjutant. Naturally, the most common form of recruitment is for cadets to bring along their friends. Some squadrons have lists of young men and girls waiting to join. An excellent way to gain recruits is to visit local schools and to give a presentation on the ATC and your own Squadron. This is ideally aimed at Year 8s around March/April of each year when they are reaching 13 years of age. Most schools react positively to a request for a short 15 minute presentation which is normally given at a year 8 assemblies. Leaflets and posters designed to encourage recruitment are available from wing headquarters. These posters should be displayed by squadrons in any public place at which authority can be obtained, eg. in local schools, shop windows and cinemas. Staff cadets should be able to suggest which places are suitable. Sometimes the local Armed Forces Careers Office (AFCO) can help if a major recruiting programme for the squadron is planned. In addition, all cadets interested in a career in the Royal Air Force should be advised to visit the AFCO, and ATC squadrons should hold and issue some of the Royal Air Force leaflets available. Staff cadets should know the address of the nearest AFCO.

#### 14. **Health, Safety and Welfare**

**Welfare.** 'Welfare' is the squadron's concern for the well-being of its cadets and includes the provision of games and sports equipment, canteen and recreational facilities. The Adjutant has an essential part to play in assessing the needs of cadets and passing on the requirement to the CO. They supervise the squadron HQ activities such as canteen and games facilities and, perhaps most important of all, the Adjutant collects the regular cash contributions made by cadets and passes on the money to the Civilian Committee.

**Health and Safety.** The most important duty of everyone in the Air Cadet Organization is to ensure the safety and well-being of our cadets, staff and visitors. The Health and Safety Manual, ACP 5, contains the policy and details the procedures to be followed. The ACP 5 contains risk assessment forms, fire orders

and accident reporting forms, which must be used. The Adjutant or Health and Safety Officer is responsible for maintaining an up to date file of “live” risk assessments.



\* Security may be taken on personally by the Squadron Commander or delegated to another experienced officer.

FIG 3 SQUADRON DUTIES

## CHAPTER 4

### THE DUTIES OF THE TRAINING OFFICER AND SUPPLY OFFICER

#### THE TRAINING OFFICER

1. **Training Programme.** The Training Officer is one of the most important officers in the squadron because they need to know everything about the opportunities open to cadets and to plan ahead to make sure that all squadron cadets can take advantage of available opportunities. Obviously every squadron cannot do everything described in the training syllabus because it must choose its activities according to the facilities and manpower available; but squadron cadets will benefit most from a well-planned programme. One of the main things the Training Officer does is to produce a Training Programme to implement the mandatory part of the official training syllabus laid down in ACTI No 1. To do this they need to know what facilities they have; what instructors are available; how many lecture rooms; training aids available; the standards that cadets have already reached; and the eligibility of cadets to take part in the various activities. As a Staff Cadet, you will certainly be needed at times to assist in the training of your squadron cadets, and Para 3 of this chapter gives some advice on this. Conditions of eligibility for various activities are numerous and occur in a wide variety of rules and instructions; to help you when you need a ready reference they are collected together in Annex A to this booklet, but do bear in mind that they are changed from time to time - so double check before taking action. Look at ACP 20A and 20B first.

2. **Training Aids.** The training aids available to support the official training programme are described at ACTI No 1 and 21 and are listed by classification (i.e. First Class Cadet, Leading Cadet, Senior Cadet, Staff Cadet) at Annex A to ACTI No 1. The basic aids are, of course, the Training Handbooks, and every cadet taking an ATC examination should have the loan of the appropriate books. With a greater use of computers and presentational software, computer based training aids can be developed locally or obtained via the Internet. Do not overlook the fact that many very good visual aids can be obtained via service or private sources. Many other training aids can be made locally by squadrons, the training handbooks can give some very good ideas. A knowledge of the training aids available and how to obtain them for the benefit of squadron cadets is essential for all training officers, and familiarity with the contents of ACTI No 1 and 21 is therefore necessary. In addition, you should know that all cadets going on air experience flights in the Grob Tutor are to be thoroughly briefed at Squadron Headquarters before they go (in accordance with the information sent out by the Air Staff of Headquarters Air Cadets) and that all Squadrons should hold a video to supplement these instructions.

3. **Instruction.** A great deal of help can be given by Instructor Cadets and Staff Cadets who have become skilled in various aspects of the syllabus. This help may take the form of reading and discussing the appropriate Training Handbook chapter and studying the diagrams with the class; study periods should be about 45 mins, so should cover at least one chapter and sometimes more. Even an inexperienced instructor can help by questioning cadets on a part of the Training Handbook that they have previously studied. Although this self-help form of instruction may have to be used, squadrons should normally employ adult staff in the various aspects of ATC training, e.g. Propulsion, Airframes, Operational Flying, and Navigation and so on. On occasion it may be possible to obtain instructors from your affiliated RAF Station.

Whatever the squadron facilities, the instruction of cadets is the primary concern of the Squadron Training Officer, and they will always be trying to improve it. If you are called upon to help in teaching classes, discuss with your Wing Training Officer availability of the Technique of Instruction course and study Annex B to this booklet. Although limited in scope, the ground covered by the paper provides a good basis on which to build your teaching ability, which could be of great help in the squadron.

4. **Projects.** Projects are compulsory under the syllabus and have to be undertaken by all cadets after passing the 1st Class Cadet examination. Staff Cadets can help greatly by finding out what cadets would like to do and then by organizing and administering the projects. Projects may be chosen from an unlimited field, but bear in mind that one of the aims of projects is to help to make parade nights interesting by using practical work to aid learning. An example is the stripping and reassembly of motorcycles and cars to supplement theoretical knowledge. Remember that the Duke of Edinburgh's Award Scheme handbook lists over 100 skills programmes and many of these programmes allow a cadet to work towards his D of E badge coincident with his ATC training. Projects make heavy demands on a squadron's organization and administration; it is easy to say, "strip a motor cycle and reassemble it", but another matter to provide the motorcycle, a place to keep it, and the tools and cleaning materials required. Thus squadron staff may be glad of your assistance in this aspect of their work.

5. **Activities.** Many activities are listed in the official syllabus (ACTI No 1 Annex A), from local citizenship training and practical map reading instruction to cadet visits, adventure training expeditions and camps. Considerable organization and administration is involved in these activities and Training Officers may need assistance if cadets are to profit from these opportunities. Once again, the basic requirement is to think of everything that needs to be done, find out how, and then do it. For example, for gliding training it may be sufficient to know from ACTI No 32 which gliding schools your cadets go to; which of your cadets are eligible for which phase of training; how to get to the gliding squadron; and then to await allocations from Wing Headquarters. But other activities may demand a far greater involvement and some, like full-bore shooting or adventure training, need qualified staff for the activity to be possible. So it may first be necessary to get a member of squadron staff qualified or find out if Wing Headquarters can arrange for a suitably qualified officer to be loaned to the squadron. There is a whole section of ACP 20A (ACTIs Nos 41-49) on rifle shooting and its competitions, and ACP 17 is devoted entirely to adventure training. Whenever an activity is being planned, look up the appropriate Instruction. Not the least part of the work and planning involved is that needed to supply transport, as discussed in the previous chapter. Thus the procedures for activities are clear:

- a. Look up Annex B to ACTI No 1 in ACP 20A to see which activities are included in the official syllabus.
- b. Look up the appropriate ACTI or other ACP to help you determine all that has to be done to make the activity work.
- c. Plan ahead and do the 'admin and org' in advance.

6. **Courses.** The Training Officer is also concerned with the training of his own staff instructor cadets to help them to become better instructors, and so he needs to know what courses are available and on what dates they are to be held. Courses for

adults are listed in a special section of ACP 20A and cover ACTIs No 91 to 96. Headquarters Air Cadets publish the dates in late autumn of each year for the whole year ahead so that adult staff will have plenty of time in which to plan their attendance. Similarly, courses and visits for cadets are detailed in a special section of ACP 20A, ACTIs No 81 to 87, and the dates of those organized by Headquarters Air Cadets are normally published between 6 and 12 months in advance, with any subsequent changes being in CROs. The special courses run by regions or wings (ACTI No 82) to help cadets to become good SNCOs or Staff Cadets are published locally by the region or wing concerned, but in good time for cadets to plan attendance. In addition, newly appointed instructor cadets are to attend a BASIC course run at Wing Headquarters. It is compulsory for all instructor cadets to attend this course within 6 months of appointment.

7. **Cadet NCOs.** We have not discussed the special place of cadet NCOs in a squadron. These cadets are appointed and promoted by the squadron commander or wing commander in the case of CWO, in accordance with their establishment and it is important to remember that the appointment is to a RANK, i.e. Corporal, Sergeant, Flight Sergeant, Cadet Warrant Officer, and that the CLASSIFICATION scheme is completely separate. All cadets can improve their classification by passing the appropriate examination, but only a few can be appointed to NCO rank. The important thing to remember is that the Training Officer will want to ensure that the NCOs are well trained in leadership and in the habit of command so that their good example in smartness, discipline and keenness helps to create a high standard of efficiency, a happy spirit of comradeship and good 'tone' in the squadron. He will wish to ensure that staff cadets receive similar training so that they too can play their part, chiefly by assisting the adult staff in the organization and administration of the squadron.

## THE SUPPLY OFFICER

8. 'Supply' used to be called 'Equipment' and it may be that 'Equipment' persists in your squadron. The correct term is 'Supply', but no matter what you call it, the meaning is the same, i.e. the provisioning, storing, issuing and return of items of equipment supplied by the Royal Air Force. Like other Service departments, the Supply Branch normally works best when the correct procedures are followed; so any squadron wishing to obtain the maximum benefit needs to observe the procedures outlined in the following paragraphs.

9. An ATC squadron is established or scaled to have various items of equipment supplied by the Royal Air Force; the scale for ATC squadrons is in AP 1896. It does not follow that your particular squadron must necessarily demand all the items just because they are scaled; you might not have room for everything or the skilled staff to use it. On the other hand, if your squadron has need of an item you will be able to find out if it is scaled by looking up AP 1896. Every squadron should have a copy of AP 1896, amended up to date. It is necessary to know this publication very well because some of the items have to be held by wings and loaned to squadrons and if you are not familiar with it, you will not know what your squadron is entitled to!

10. You will need to know how to demand the items your squadron needs. First remember that your Wing Headquarters will demand and hold the items listed as their responsibility; to get the loan of these a letter to your Wing Headquarters will suffice. For the squadron to demand items held on squadron responsibility, special forms are printed. There are 4 of these forms - Supply Proforma A, B, C and F.

They are obtained via Wing Headquarters (who get them from HQ Air Cadets Supply Officer), and are used as follows:

|        |            |  |
|--------|------------|--|
| Supply | Proforma A | Used for the demand of uniform clothing for named cadets (only).   |
|        | Proforma B | Used for the demand of all other equipment scaled in AP 1896; also the return of equipment (including clothing) no longer required.  |
|        | Proforma C | Used to request removal from inventory of part-worn serviceable clothing issued from squadron stores to named cadets; and<br>Also to request entry onto inventory of uniform clothing returned by cadets leaving squadron. |
|        | Proforma F | Used to demand supplies of ATC badges, armllets etc.   |

11. You next need to know the name of the parenting Station (remember the difference between a parenting Station and an affiliated Station, see Chapter 2). The parenting Station will usually be the nearest Royal Air Force Station and will be listed for your squadron in ACP 8, held by Wing Headquarters. There could be more than one Station parenting your squadron because there are 10 classes of equipment parenting, the legend used in ACP 8 being:

| <u>LEGEND</u> | <u>MEANING</u>   | <u>NOTES</u>   |
|---------------|--|--|
| E             | Supply - All Services  | The named RAF parenting Station covers all aspects of supply.<br>Furniture & Clothing<br>All items not covered by E1 and E3 – E9<br>Some RAF stations may not have staff for these tasks and so a separate RAF parenting Station gives this service<br>Not all RAF Stations have armouries and so a second parent unit might have to be found for this service |
| E1            | Supply - Domestic  |  |
| E2            | Supply - Technical   |  |
| E3            | Supply - Accounting  |  |
| E4            | Supply - Petrol Oil & Lubricants (POL) Explosives and Compressed Gas |  |
| E5            | Supply - Mobility  |  |
| E6            | Supply - IT Systems Administration                                   |  |
| E7            | Supply - Commercial Support  |  |
| E8            | Supply - Provision of Photocopiers and Fax Machines                  |  |
| E9            | Supply - Computer Consumables  |  |

12. Having the right proforma and knowing the correct RAF parenting Station you can now make a demand.

a. Supply Proforma B is used for Technical and Barrack items scaled in AP 1896; simply raise it in 2 copies, address it to the correct RAF parenting Station, detail the section, reference number, description and quantity taken from AP 1896 and send one copy off to your Wing Headquarters, who will record it and progress it for you. The parent unit will normally send small items of equipment by post, so make sure that Supply Proforma B has a postal address for small items and a delivery address for large items. The second copy of the proforma should be retained in your own file (see Chapter 3, Correspondence). Supply of some items (e.g. rifles) is controlled, and in such cases the Proforma has to be sent by wing to HQ Air Cadets before it goes to the parenting Station; this is another reason why you send it to wing and not direct to the parenting Station. It may all take some time, so take paper action well in advance of the date you require the item.

b. To arrange the return to parent unit of items of equipment (including clothing) no longer required, raise Proforma B as detailed in paragraph 12a above.

13. Procedures for uniform clothing (cadets) are more complicated, and Proforma A and C may be required. ATC squadrons are only entitled to stock part-worn serviceable (PWS) clothing as spares backing:

a. When uniform clothing is required for an enrolled cadet and no PWS uniform is available, a Proforma A is to be raised in 3 copies indicating parent Station, cadets' names, item, reference numbers, sizes and quantities of each garment. The original and duplicate Proforma A are to be sent to the parent unit or TAVRA; the third copy should be retained on file.

b. When a cadet can be supplied with PWS clothing from squadron stock a Supply Proforma C should be raised in 3 copies, 2 copies to be forwarded to the parent unit for inventory action, remaining copy to be retained on file.

At the time of a cadet receiving his uniform clothing, by either system, he must sign for it on a Loan Card F668 or RAF Form 3518 (there is a special section for uniform issues on the back of F3518).

c. If a cadet leaves the squadron it is very important that he should return all the items that he holds on his loan card. Items of clothing thus returned which are considered re-usable for future cadets are to be entered on Supply Proforma C (3 copies) and 2 copies sent to parent unit for inventory action, third copy retained on file. The unserviceable, not-required items should be returned on Proforma B as detailed in Para 12b.

When measuring a cadet for uniform you will need to have something of the skill of a tailor, but, provided that you do not measure skin-tight and allow a little for movement, careful use of Supply Proforma A should achieve a reasonably fitting uniform.

14. You also need a basic knowledge of inventories (Articles in Use). The majority of items of equipment are now supplied and accounted for through a

computer system known as USAS; consequently a large proportion of an inventory will be in the form of a computer printout. Certain items are not placed on the USAS computer database, these are; part-worn serviceable clothing which is held for re-kitting of cadets, items of office machinery, i.e. typewriters, printing and photocopying machines, etc; these are accounted for on the non-SCC computer and therefore most ATC squadron inventories will consist of 2 parts. The parenting units allot at least one inventory to each squadron, which is denoted by 3 alphabet letters, and the Squadron Commander nominates an Adult Warrant Officer, SNCO or officer as inventory holder to be responsible for looking after it and the equipment listed therein.

15. All items of Service equipment have a storage classification, which is indicated by one of 3 alphabet letters, these are P, L and C. These classifications indicate the accountability of equipment as follows:

- a. Class P and L items are accountable, which remain on charge (Inventory) and cannot be replaced except on return to Supply.
- b. Class C are items, which do not remain on charge when in use and may be replaced without return to Supply, except for clothing which must be returned.

Whenever items of Class P and L are issued from the parenting Supply to a squadron they are listed in the squadron's inventory (except clothing issued for named cadets on Supply Proforma A). The inventory holder checks all items listed in his inventory periodically to make sure that they have not been lost, damaged or become unserviceable; also periodically an independent officer (i.e. not the holder) checks the inventory to make sure that everything listed is present and complete. The RAF parenting Station keeps a ledger of all the items in the inventory and of all alterations made, such as items issued or returned as no longer required by the squadron. Whenever the inventory is due to be checked it has to be passed to the parent unit for comparing with the master ledger and making up to date. When it comes back to the squadron it must be checked against the actual holdings in the squadron's store, plus items held on loan cards (except uniform clothing held by cadets on personal loan). If there are discrepancies, i.e. the squadron does not have an item that is listed in the inventory, then the matter has to be investigated, first by checking with the parenting unit to ascertain whether the error is an administrative one, and then by holding an enquiry to find out what has happened to the item.

16. The inventory holder therefore has an important job and must make sure that he keeps all the paperwork that goes with his inventory. If he is wise he will pencil in all the changes that are made by his returns and receipt of new equipment, especially of uniforms, so that he knows at any time exactly what scaled items (AP 1896) he has on his charge. When an inventory holder has to hand-over the inventory to another holder they both check the physical presence of all the items, together with the loan card holdings and then they sign a special certificate to say that they have 'Handed-Over' and 'Taken Over' responsibility. When checking the number of uniform items by reference to the loan cards, it is also necessary to check the Attendance Register to ensure that cadets who hold uniforms have not left the squadron. Thus loan cards are quite important in inventory procedures.

17. One more aspect of Supply that you should know of concerns surplus and obsolete items of equipment. The Ministry of Defence has agreed that certain items

that are no longer required by the Royal Air Force, but which may be of long-term interest or training value to the Air Training Corps, can be issued to the Corps. These may be still-valuable items and will need to be looked after by the squadron staff, most are accounted for by inventory action. The Squadron Supply Officer should also maintain a Register of Surplus and Obsolete Equipment, which is a form made up locally as detailed at Annex B to Instruction No 401 in ACP 20B. Because these items are not scaled, it is not always possible for a squadron to be given an up-to-date list of what is available, although Annex A to Instruction No 401 gives general guidance. However, if a parachute, life-raft, life-saving waistcoat or similar training aid is required, the Squadron Supply Officer can ask for it in writing. He will not know the section and reference number of what he wants, so he describes the item as best he can, (visits to RAF Stations and visits to Supply sections when on camp may help to acquaint Corps members with the terminology), and sends the letter to Wing Headquarters who will progress it with the parenting Station, if this Station holds the item, or with Headquarters Air Cadets if the parenting Station does not. When the squadron receives an item under this scheme, the Supply Officer enters details of it in his Register of Surplus and Obsolete Equipment, which he holds with his normal inventory. As for normal demands, copies of letters should be kept in a squadron file so that a check can be kept of the items that have been requested.

## **CHAPTER 5**

### **THE DUTIES OF THE ADULT WARRANT OFFICER, ADULT SENIOR NCOs, CIVILIAN INSTRUCTOR, PADRE AND CIVILIAN COMMITTEE**

#### **THE ADULT WARRANT OFFICER**

1. The Adult Warrant Officer's relationship to the Squadron Commander is in many ways similar to that of a Station Warrant Officer's relationship to the Station Commander of an RAF Station. This consists essentially of the maintenance of discipline including the supervision and development of other adult and cadet NCOs, and ensuring that the Squadron Commander's orders regarding the general running of the squadron are carried out. The Warrant Officer's precise tasks vary from squadron to squadron, however their influence lies in 3 main areas: discipline, drill and armament. They may also be much concerned with security, although these days, when security is of particular importance, the Squadron Commander may well make this his personal task, or delegate it to an experienced officer. Nevertheless, as a member of staff responsible for security and the general oversight of all squadron activities, the Warrant Officer must be thoroughly conversant with general security regulations including those for the security of arms and ammunition (ACP 26).

2. The Adult Warrant Officer must know the detailed aspects of drill and ensure that both adult and cadet NCOs are trained in handling varying sizes of cadet squads and in different situations from simple squad drill to a full-scale parade (ACP 20B Inst No 201). It is their responsibility to ensure the highest possible standards of dress and deportment in staff and cadets. This close attention to detail, coupled with sound advice, has a profound effect on the general 'tone' of the squadron. They will provide an effective close point of contact between cadets and senior officers on the squadron.

3. On parade the Adult Warrant Officer has a special place behind the Adjutant and the Commanding Officer. When the parade or squadron is falling-in they are in command and take pride in presenting a smartly formed squadron to the Adjutant before the squadron commanding officer takes over.

#### **ADULT SENIOR NCOs**

4. Introduced to the organization as part of the LASER report, Adult Sergeant and Flight Sergeant NCOs will support the Adult Warrant Officer in carrying out their duties on the Squadron and may be expected to assume similar roles and responsibilities where no Adult Warrant Officer is present.

#### **THE CIVILIAN INSTRUCTOR**

5. The Air Training Corps aims to give sound and useful training to cadets that will help them in later life. The bulk of this work falls to the Civilian Instructor (CI). CIs are men and women who are often unable to give the time to become officers or Adult NCOs but who are prepared and able to instruct in their own particular skills,

for which the Corps is very grateful. Particularly fortunate are the squadrons located near airfields or sections of the aviation industry, where skilled instruction in this essential part of the syllabus is available through the services of experts in aviation matters.

6. CI's can do much to impart their skills through Project Training in the syllabus and although they may not be involved in the day to day administration of the squadron, the squadron has a responsibility to help all CIs by absorbing them fully into the training programme and wherever possible providing them with appropriate training aids to make maximum use of their skills. There is much that Staff Cadets can learn and do in this area.

### **THE PADRE**

7. Squadron Commanders, in consultation with the Wing Chaplains and Civilian Committees, arrange for Squadron Chaplains or Padres to be appointed to the squadron. A Squadron Chaplain, besides taking formal church parades and services, may assist in instruction of cadets in moral leadership and local citizenship matters; in making personal contact with cadets by helping them over their difficulties; and in preparing cadets for their enrolment.

8. Squadron Padres should therefore be kept very much in the picture by receiving copies of all squadron orders and training programmes and by being given regular periods in the training programme.

9. ACP 9 is the Syllabus for Padre's Hours.

### **THE CIVILIAN WELFARE COMMITTEE**

10. Last but not least is the Civilian Welfare Committee. This committee is a most important link in a squadron's administration, not only because it administers the squadron's finances, but also because it looks after the welfare and recreational side of a squadron's activities, as distinct from the training and parade side.

11. A Civilian Committee consists of a chairman, honorary secretary, honorary treasurer and members, who are often the parents of cadets attending a squadron but can also be prominent and influential local citizens, able and willing to give time and effort to supporting the ATC. The squadron's commanding officer is an 'ex-officio' member, i.e. automatically a member because of his squadron appointment, as is the squadron chaplain. A committee may look after more than one squadron if the geographical position enables it to do this conveniently.

12. In a community wishing to form a new ATC squadron, a civilian committee must first be formed, since it is the committee's responsibility to find suitable accommodation, to find and recommend a suitable person to be the squadron commanding officer, to establish the squadron's finances and then to assist the squadron CO to find suitable staff. Naturally, one of the important functions of the committee will then be to establish and maintain good relationships between the squadron and all elements of the local community with the object of obtaining their support, e.g. from local businesses, Local Government officials and Local Education Authorities.

13. The basic principle of Corps finance is that the Government, through MOD, authorizes the use of public money for the provision of the squadron headquarters, including its rent, public utility charges and the provision of the primary training facilities to support the official training syllabus, e.g. furniture, uniforms, training aids, transport, travel allowances; but the Civilian Committee raises and controls all the money needed by the squadron to support its welfare and sports activities - and any authorised activity outside the official syllabus.

14. This money, the squadron non-public fund (i.e. not provided by the Government), is obtained, in the main, from cadet contributions. Part of it goes to HQ AC where it forms a fund called the 'General Purposes Fund', which is a non-public fund administered and controlled by the Air Cadet Council's Sports and Welfare Committee for providing competitive sport at Corps and Region levels; this part also helps fund the Corps Magazine - Air Cadet, as well as purchasing the majority of insurance cover necessary for the Corps. The part retained by the Civilian Committee is used for squadron welfare, supplemented by as much financial support as the committee can obtain by organising various fundraising events such as car boot sales, bag packing, sponsored events and so on. Much support can be gained by committees who represent the squadron's needs to local organizations such as Rotary Clubs, Women's Institutes and so on. Over the years many committees have built up very healthy funds from which cadet's benefit. A good Civilian Committee is a great asset, and there may be much that Staff Cadets can do to assist a committee in its work.

## **CHAPTER 6**

### **INSTRUCTIONAL AND ORGANIZATIONAL ABILITY**

#### **INTRODUCTION**

1. The last part of your oral examination is a test of your instructional or organizational ability. You may already have successfully organized a squadron activity and, if you have, this experience will stand you in good stead for this part of the examination. If you have not, it will be necessary to understand something about organizing and instructing, which is what this Chapter is about.

2. Instructional and organizational skills are really a part of a wider skill generally known as 'leadership', a word you may have heard used in many contexts (and which has already been mentioned in this booklet) as a skill generally held to be a desirable quality of all managers and commanders. In the Services the word 'leadership' is sometimes used in much the same context as the word, 'management' is used in civilian life. But no matter what these skills are called, they are exercised in much the same way.

#### **MANAGEMENT SKILLS - KNOWLEDGE**

3. In many ways you have already been initiated into the art of management by having yourself been drilled, disciplined, instructed and organized in an Air Training Corps squadron environment to which has now been added your study of the Corps structure and of squadron administration and organization. You cannot, for example, expect to be able to teach drill to others unless you have yourself learnt and experienced it, and you cannot expect to organize others until you have the necessary knowledge and background. Thus 2 of the basic qualities needed are KNOWLEDGE and EXPERIENCE, and these you have been absorbing and acquiring.

4. One of the most important management skills is knowledge; and you must use this skill to guide and persuade a body of people (in your case a class of cadets) to do something or to learn something. The common situation, then, is the manager (or leader), the people to be managed (or led) and the task or job that they are to do. The "\$64,000 question" - as they say - is how is it to be done? There are many ways in which the techniques of leadership or management skills may be applied, and the following example of an instructional situation may help you to understand and apply the practical aspects of leadership (or management).

#### **EXAMPLE OF KNOWLEDGE REQUIRED IN A STAFF CADET TASK**

5. Suppose that you are given the task of assisting a class of First Class Cadets to pass their Leading Cadet examination. The first requirement is to know what the cadets will have to do. There will, of course, be much experience in the squadron on which you can draw, and you will have taken the examination yourself. The following is an example of the things you will need to know about and consider in your task of helping your juniors with the examination:

- a. What subjects? What date? Are the cadets eligible? How to enter?

- b. What incentives are there for the cadets to want to pass the examination? Badge? Certificate?
- c. What form of examination? Who sets it? Who marks it? How does the cadet know whether he has passed or not?

NOTE: The above questions should prompt a full study of ACTI No 21 and its Annexes. This will ensure that you know all about the examination and its administration. Naturally your class of cadets will ask you questions and you will need to be able to answer them if you are to merit their confidence.

- d. How does your class fit into the squadron's training programme? Consult the programme.

e. What training aids? Obviously the first requirement will be the Training Handbooks - ACP 31 - General Service Training; ACP 32 Map Reading; ACP 33 Principles of Flight. Next it will be the maps and compasses (AP 1896) for map reading practices and any films and any of the aids for Principles of Flight that the squadron might have or that the class might make, not forgetting the aids available from the educational service of BP. Knowing what is available, you will need to plan in advance to obtain the items and your CO may need to consult the Civilian Committee on finance if materials are to be purchased for the cadets to make items of their own. Thus the matter of training aids leads back to your knowledge of squadron administration - the part played by the Adjutant, the Training Officer and the Supply Officer; they will help you in this. Your success in this will have a large bearing on the interest and enjoyment the class of cadets will get from their work in preparation for the examination.

f. Progress? Not all cadets will be able to attend all the instructional periods arranged for them and so an individual progress record is needed. ACPs 12 to 14 are provided (ACTI No 4) for this purpose. Do you know how to use them?

g. Project Training? Project training of at least 25 hours is mandatory. Does the squadron have fixed projects or are you to guide the cadets to choose their own? Are any of the cadets also doing the D of E scheme and can any of this work be integrated with the Leading Cadet syllabus? Can the Civilian Committee help by providing funds for the purchase of materials that might be needed for project training work?

## **MANAGEMENT SKILLS - ACHIEVING THE TASK**

6. So much for the knowledge. What about the guiding of the cadets to learn the three subjects and do the project work? Clearly it now becomes a question of communication - of passing your knowledge to each individual cadet so that he will see the incentives and know what is required of him. If this information and knowledge leads him to want to pass the examination, then the battle is already half-won. Learning comes from interest and wanting to know, and may well be achieved by private study to learn academic information and by practice to achieve skills in projects. Thus the instructor's primary aim is to develop interest and desire to know. Much has been written about instructional techniques and plenty of experience and advice is no doubt available at your squadron. The subject has already been

mentioned in this booklet and there is some guidance at Annex B. However, in the context of this Chapter – i.e. in your management skills, it may be sufficient to give one example of the use of the senses HEARING, SEEING AND DOING and one example of a practical method of learning.

7. The example is in map-reading. The learner will derive some benefit if he HEARS you talking about maps (eg in a lecture), but his attention may wander and he may not hear vital parts. He may learn more if you give him the map so that he can SEE what you are talking about. He may learn much more when you take him out of the classroom and he can DO what you have tried to teach him by hearing and seeing.

8. Ultimately, your development of the learner's interest and desire to know should result in his consolidating his learning by private study, by reading the training handbooks and understanding what he reads. In your squadron you could use the system of testing private study (having created the individual's interest) by setting the study of a chapter or chapters of a training handbook followed by questioning the cadets, eg by oral or written questions, or by dividing the class into halves and asking one half to question the other orally. But remember that it is usually advisable to do some class work with or without the book first. This might be the only system open to a squadron which does not have specialist instructors in some subjects. One thing is certain, the only way you can discover whether your class of cadets has learnt anything is to ask them questions.

## **CONCLUSION**

9. The management (leadership) aspects of instructional and organizational ability boil down to knowledge and communication. Almost every situation can be dealt with in this way. Whatever the task - an adventure training exercise, organizing attendance at annual camp, sponsoring the D of E Scheme, taking a party of cadets to Air Experience flying - learn all you can about the things that have to be done to ensure success in the task and then communicate with each individual cadet to get it done.

**ANNEX A TO  
ACP 42**

**AGE LIMITS AND QUALIFICATIONS FOR VARIOUS ACTIVITIES**

| <b>PART I – ADULTS</b>  |   |  |
|---|---|--|
| <b>Activity</b>   | <b>Age</b>  | <b>Authority</b>                           |
| 1. Appointment RAFVR(T) Commission                                      | Over 20 and under 55.   | ACP 20B Inst No 221                        |
| 2. Appointment to Adult SNCO  | Over 20 and under 55.   | ACP 20B Inst No 223                        |
| 3. Appointment to CI  | Over 20 and normally under 55.  | ACP 20B Inst No 222                        |
| 4. Extensions of service - RAFVR(T) Officers                            | Normally not beyond age 55 but may be extended by Comdt AC.   | ACP 20B Inst No 226                        |
| 5. Extension of service - Adult SNCO/AWO                                | Normally not beyond age 55 but may be extended by Comdt AC.   | ACP 20B Inst No 223                        |
| 6. Termination of Service - CIs   | No upper age limit.   | ACP 20B Inst No 222                        |
| <b>PART II – CADETS</b>   |   |  |
| <b>Activity</b>   | <b>Age/Qualifications</b>   | <b>Authority</b>                           |
| 7. Acceptance of Probationers   | Min 13 years. Max 16 years 9 mths   | AP1919 para 402                            |
| 8. Enrolment of Cadets  | Min 13 years 3 months.<br>Max 17 years  | AP1919 para 402                            |
| 9. Cadet Cpl  | None but should have attained Leading Cadet Classification and attended the relevant JNCO course.           | AP1919 para 402                            |
| 10. Instructor Cadet  | 18 <sup>th</sup> birthday provided in the rank of at least cadet sergeant                                   | AP1919 para 402                            |
| 11. For promotion to any rank up to and including cadet flight sergeant | At the discretion of the Squadron CO<br>Up to 20 <sup>th</sup> birthday and ideally attended a SNCO course. | AP 1919 para 402                           |
| 12. Appointment to Cadet Warrant Officers                               | Between 18 and 20 years and have passed Senior Cadet Examination.   | AP1919 para 412 and<br>ACP 20B Inst No 224 |

| Activity  | Age/Qualifications  | Authority  |
|---|---|--|
| 13. a. 1st class<br>b. Leading<br>c. Senior<br>d. Staff     | 13 years 3 months and enrolled.<br>Passed 1st Class Cadet.<br>Passed Leading Cadet.<br>15½ years (mandatory). Must have completed 2 years enrolled service, a camp, annual shooting. Passed Senior Cadet. | ACTI No 21<br>ACTI No 1<br>ACTI No 1<br>ACTI No 21 |
| <u>Annual Camp</u>  |   |  |
| 14. Camp - UK   | Be 1st Class Cadet or above and aged at least 13 years and 4 months   | ACTI No 52   |
| 15. Overseas Camp   | Over 15 and be Leading Cadet or above; have attended a UK camp.   | ACTI No 52   |
| <u>Flying/Gliding</u>                                       |   |  |
| 16. Flight Staff Cadet at Air Experience Flights            | Hold the classification Staff Cadet, with rank of at least Corporal. Tutor Flights.   | ACAI 231<br>ACP 24 Sect 6                          |
| 17. Flight Staff Cadet (U/T Instructor) at Gliding School   | Passed GS. Senior Cadet (or, at Venture Schools completed 6 months satisfactory service as SFSC).   | ACAI 233<br>ACP 24 Pt 2                            |
| 18. Supplementary Flight Staff Cadet (Venture Schools Only) | Completed GS and Senior Cadet.  | ACAI 233<br>ACP 21 Pt 2                            |
| 19. Air Experience Flying                                   | Over 13 years and 3 months. 2nd Class Cadet or above iaw ACTI 13.   | ACTI No 31   |
| 20. Overseas Flights  | 15 years and over the Leading Cadet or above.   | ACTI No 33   |
| 21. Flying Scholarship                                      | 16 years and over for assessment.<br>17 years and over before flying.   | ACTI No 34   |

| Activity   | Age/Qualifications   | Authority  |
|--|--|--|
| 22. a. 'Passenger' Flights<br>b. 'Opportunity' Flights<br>c. 'European' Flights  | Min 1st Class Cadet.<br>Min 15 years and Leading Cadet.<br>Min 17 years and Leading Cadet. | ACTI No 35<br>ACTI No 35<br>ACTI No 35                           |
| 23. Air Experience Gliding (AEG)   | Enrolled.  | ACTI No 32   |
| 24. Gliding Induction Course (GIC)   | About 15 years and 1st Class Cadet.  | ACTI No 32   |
| 25. Gliding Scholarship (GS)   | 16 years and Leading Cadet.  | ACTI No 32   |
| 26. Advanced Gliding Training (AGT)  | 16 years and Leading Cadet.  | ACTI No 32   |
| <b>Duke of Edinburgh's Award</b><br>27. Minimum age for entry into:<br>a. Bronze<br>b. Silver<br>c. Gold   | 14 years<br>15 years<br>16 years   | ACTI 74<br>D of E Handbook<br>D of E Handbook<br>D of E Handbook |
| 28. Minimum and Maximum ages for qualifying for Awards:<br>a. Bronze - minimum age<br>b. Silver - minimum age<br>c. Gold - minimum age<br>d. Maximum age for qualifying for all 3 Awards | 14½ years<br>15½ years<br>17 years<br>25 years   | ACTI 74<br>D of E Handbook<br>D of E Handbook<br>D of E Handbook |

| Activity  | Age/Qualifications  | Authority  |
|---|---|--|
| <p><b>Shooting</b></p> <p>29. <b>Air Rifle Shooting</b></p> <p>Air Rifle</p>  | <p>All cadets including Probationers.</p>   | <p>ACTI No 43</p>  |
| <p>30. <b>Rimfire Shooting</b></p> <p>No 8 0.22 inch Rifle.</p>   | <p>All enrolled cadets.</p>   | <p>ACTI No 43</p>  |
| <p>31. <b>Centre Fire Shooting</b></p> <p>L98 - A1 Cadet GP Rifle<br/>(5.56mm)</p> <p>Parker-Hale L81-A1 Target Rifle (7.62 mm)</p> | <p>14 years.<br/>1st Class Cadet.<br/>Have reached 2<sup>nd</sup> class shot standard with the 0.22 inch Rifle.<br/>Be considered by the Sqn Cdr to be sufficiently mature mentally and physically to fire competently and safely.<br/>Have successfully completed weapon training &amp; passed the WHT within the past 12 months.<br/>Sqn Cdr's annotation in Form 3822.</p> <p>14 years.<br/>1st Class Cadet.<br/>Successfully completed small bore rifle test. Be considered by the Sqn Cdr to be sufficiently mature mentally and physically to fire competently and safely.<br/>Have successfully completed weapon training &amp; passed WHT within the past 12 months.<br/>Sqn Cdr annotation in Form 3822.</p> | <p>ACTI No 43<br/>ACTI No 48 Annex D</p> <p>ACTI No 43</p> |

| Activity   | Age/Qualifications  | Authority         |
|--|---|-------------------|
| <p><b>Conduct of Range Practices</b><br/>           Note: Certificates of Authorization (RAF Form 7257) specify the type of rifle and ranges for which the holder is qualified.</p>            |   |                   |
| <p>32. Qualified to Conduct Weapon Handling Test (qCWHT)</p> <p>Weapon Instructor (Cadet) (WI(C))</p> <p>Skill at Arms Instructor (Cadet) (SAAInst(C))</p> <p>Trainer and Licensed Trainer</p> | <p>RAFVR(T) Officers, AWOs, CIs and Instructor Cadets suitably qualified may conduct WHTs or RHT for any weapon for which they themselves hold a current valid WHT or RHT.</p> <p>RAFVR(T) Officers, AWOs, CIs and Instructor Cadets suitably qualified may instruct cadets and their staff on and conduct WHTs for any weapon for which they themselves hold a current, valid WHT or RHT.</p> <p>RAFVR(T) Officers, AWOs, CIs and Instructor Cadets suitably qualified may conduct lessons and exercises involving blank ammunition and pyrotechnics. In addition, they may instruct cadets and their staff on and conduct WHTs for any weapon for which they themselves hold a current, valid WHT</p> <p>Weapon Instructors and Skill at Arms Instructors may hold an additional "Trainer" qualification which allows them to teach others to be WI or SAAInst.</p> | <p>ACTI No 42</p> |
| <p>Note: Please consult Section 4 of ACP 20A for more specifics.</p>   |   |                   |
| <p><b>Marksmanship Badges</b></p> <p>33.</p> <p>For full details of Marksmanship Badges please consult the relevant ACTI</p> <p>ACTI Nos 43 and 48</p>   |   |                   |

| Activity   | Age/Qualifications  | Authority                                    |
|--|---|--|
| <p><b>Shooting ‘Blues’</b></p> <p>34.</p>  | <p>Cadets qualify for shooting ‘Blues’ when they participate in the following inter-Services competitions.</p> <p>a. The Whistler Trophy</p> <p>b. The Punch and Shell Trophies</p> <p>c. The Inter-Service Cadet Challenge Cup fired at Bisley (team and reserves)</p> <p>NB. A ‘Blue’ is a blazer badge bearing the ATC crest. Only one is issued to one individual, whether for sports or shooting; subsequent ‘Blue’ awards are in the form of a certificate.</p> | <p>ACTI No 48</p>                            |
| <p><b>Cadet Hundred</b></p> <p>35.</p>   | <p>A cadet whose best aggregate score is in the top 100 at the Bisley Inter-Service Cadet Rifle Meeting will receive a “Cadet Hundred” Badge.</p>   | <p>ACTI No 48</p>                            |
| <p><b>Shooting Competitions</b></p> <p>36.</p>   | <p>For full details of all shooting trophies and competitions, refer to the ACTIs.</p>  | <p>ACTI No 46 &amp; 47</p>                   |
| <p><b>Other Shooting Regulations</b></p> <p>37</p> <p>a. Authority to Fire Weapons</p> <p>b. Use of Ranges</p> | <p>Cadets are permitted to fire on duty only the weapons covered in the ACTI and are to meet the conditions of the ACTI. Weapons are not to be fired at public events whilst on duty.</p> <p>An appropriately authorized or qualified range officer must be in charge, and only ranges which are authorized and certificated as required by the ACTI may be used.</p>   | <p>ACTI No 43</p> <p>ACTI No 41 &amp; 42</p> |

| Activity   | Age/Qualifications  | Authority  |
|--|---|--|
| c. Handguns  | Pistol Shooting or the use of handguns of any type, is not an approved ATC activity. No handguns are to be brought onto ATC premises.   | ACTI No 43   |
| d. Pyrotechnics<br><br>e. Blank Ammunition<br><br>f. Ear protectors<br><br>g. Target Rifles (L98-A2) | Pyrotechnics and explosive charges are not to be handled by ATC personnel or stored on ATC premises.<br><br>ATC personnel are forbidden to use blank ammunition in any weapon, whether service or privately owned.<br><br>Ear protectors are to be used when participating in rimfire and centre fire rifle shooting.<br><br>Parker Hale target rifles are issued for the personal use of those squadrons who participate in full bore shooting competitions. They are not to be used for general purpose rifle training. | ACTI No 43<br><br>ACTI No 43<br><br>ACTI No 42<br><br>ACTI No 43 |
| <b>Adventure Training</b>  |   |  |
| 38. Attendance at official course at Windermere and Llanbedr Adventure Training Centre               | 14 years and over and have had progressive and comprehensive training commensurate with the environment and terrain of the Lake District or Snowdonia.  | ACP 17   |
| 39. Nijmegen Marches   | Cadets must be 16 years and over on the Friday prior to the event.  | ACP 17   |
| 40. Cadet Ration Allowance (Adventure Training only)   | Rates for cadets.   | ACP 300  |
|  |   |  |

| Activity  | Age/Qualifications   | Authority   |
|---|--|---|
| <p>41. Special Adventure Training Courses</p>   | <p>a. Parachuting, Age 16 and over and medically fit.</p> <p>b. Outward Bound. Physically fit, age 16-20 years and passed RAF Swimming Proficiency Test.</p> <p>c. Off-shore sailing, Age 16 and over and passed RAF swimming Proficiency Test.</p> <p>d. Ski-ing Course. Age 15 and over - for beginners only.</p> <p>e. Nordic Skiing Course in Zwiesel. Age 16 and over and medically fit.</p> <p>f. Basic Winter Training Course in Oberammagau.</p> <p>g. Hang Gliding Course. Age 16 and over and medically fit.</p> | <p>ACP 17, and separate Instructions issued by HQ Air Cadets.</p> |
| <p><b>Sport</b></p> <p>42. Soccer</p> <p>43. Rugby</p> <p>44. Swimming</p> <p>45. Cross Country Running</p> <p>46. Hockey</p> <p>47. Netball</p> <p>48. Athletics</p> <p>49. Sports Leader Course</p> | <p>ACP 28 deals with the authorized Corps and Regional sports events listed here. The competition and championships are organized at Corps level by HQ Air Cadets PED staff (through the ATC Sports Council) and financed from the ATC General Purposes Fund.</p> <p>The age limits (Junior, Senior, Girls, Boys) cannot be summarized in this space. Refer to the ACTI for details.</p> <p>Age 16 years, SNCO, passed RAF Swimming Proficiency Test and medically and physically fit.</p>                                 | <p>ACP 28</p> <p>ACP 28</p>                                       |
|   |  |   |

| <b>Activity</b>   | <b>Age/Qualifications</b>   | <b>Authority</b>                               |
|---|---|--|
| <b>IACE/Courses</b><br><br>50. International Air Cadet Exchange<br><br>51. Region or Wing courses for cadets with NCO or adult staff potential.<br><br>52. Personal Awareness Course, Amport House (formerly Moral Leadership Course) | Must have attained 17th but not 20th birthday on 1 Aug of the year of the exchange, and Staff Cadet Classification. Escorts must be at least 25 years of age.<br><br>All cadets are eligible, but must be specially selected by Region or Wing for the type of course being run.<br><br>Over 16 years and have an interest in, and be open-minded about the world of ideas and serious thought. | ACTI No 53<br><br>ACTI No 82<br><br>ACTI No 81 |
| 53. Cadet Leadership Course - Frimley Park  | Have attained 16th but not 18th birthday at the time of the course; Senior Cadet or above; NCO or potential NCO; be very fit.   | ACTI No 83                                     |
| 54 HQ Air Cadets Cadet Leadership course, RAF Stafford.   | By the first day of the course be at least 16 years old but not normally over 18; medically fit; physically very fit.   | ACTI No 84                                     |

**ANNEX B TO  
ACP 42****INSTRUCTIONAL TECHNIQUE****Introduction**

1. As a Staff Cadet, it may on occasions be necessary for you to instruct cadets on one subject or another. Whatever the subject you must be equal to the task and the following notes may help you achieve it.
2. Unless you are fully aware of the fundamentals of instruction and use them in your technique, you will not achieve the reaction you want from your students; nor will you be able to tell whether you have really achieved the object of your instruction.
3. Instructional technique can be divided into 4 main areas:
  - a. Lesson Preparation.
  - b. Lesson Presentation.
  - c. Aids to Instruction.
  - d. Classroom Management.

**Lesson Preparation**

4. Before preparing the content of your lesson certain points must be considered:
  - a. **Syllabus:** What is the cadet required to know? Check the syllabus; if you are not sure, seek further information.
  - b. **Time:** How much time do you have?
  - c. **Student's Knowledge:** How much does the student already know? For example, there is no point in wasting time covering aspects which has already been dealt with in other lessons, although you must link to the last lesson on the topic by way of revision.
  - d. **Your Knowledge:** You may have to spend some time to make sure that your own knowledge is accurate. Real-life material should be used to illustrate difficult problems.

**Lesson Presentation**

5. To achieve the objective, ie that the student learns, careful thought should be given to the presentation of the lesson. Apart from the preparation/planning stage, the lesson structure should cover 3 main aspects:

a. **Introduction:** The introduction must be carefully thought out because within it lies the foundation of the lesson. The Introduction should contain the following elements, which can be remembered by the mnemonic INTROSH.

- (1) **Interest.** By the use of relevant humour, anecdotes, analogies or revision, you should get your class interested in the subject.
- (2) **Need.** Tell the class why they need to know the information you are about to give them.
- (3) **Title.** State and show the title of the lesson.
- (4) **Revise.** How does this lesson fit into the general pattern of instruction? Let them see that this follows on from your previous lesson, possibly by the use of revision questions.
- (5) **Objectives.** What is going to be learnt during lesson by the cadets and how is this to be done? (visual aid necessary to take students through objectives).
- (6) **Scope.** How long is the lesson and how are you going to cover the topic.
- (7) **Handout.** Is there a handout, or do they need to take notes?

b. **Development.** The development is the main part of the lesson where the real 'learning' should be achieved. No two developments can follow the same format, but each should contain certain qualities:

- (1) **Logical Sequence.** Your development should go in clear steps, leading as naturally as possible from one to the next. If you are working on an ACP chapter or revising, the logical sequence will be there, but on occasions you may need to plan your own.
- (2) **Progression.** Progress is made in stages following the logical steps. Stop and check at the end of each phase to make sure that your class has learnt, by asking them questions. Do not forget that the more difficult parts of the lesson should be allocated more time than the easy ones.

c. **Consolidation.** The object of the consolidation at the end of the lesson is to reinforce the main points of the lesson. Summarise what you have taught by asking questions yourself and by giving your students the opportunity to ask questions. Round off the lesson by telling the students what is to happen next - canteen break, final parade etc.

6. It is during the lesson itself that the personality of the instructor plays an important part, and the following points should be noted:

- a. **Motivation.** Your cadets may have already been receiving instruction at school during the day and, unless they are properly motivated, may not be happy to continue during the evening. Your own attitude to the learning process generally, and this subject particularly, can do much to generate and sustain interest.
- b. **Enthusiasm.** Demonstrate your enthusiasm by knowing your subject well. Make the students aware that you are there to help them.
- c. **Voice/Accent.** Speak in your natural voice and accent.
- d. **Nerves.** Many of the best orators have, at some time, had an attack of 'nerves', and the best way of overcoming these is to remember that you are the master of the situation. Try not to show 'nerves' - but do not adopt an arrogant or over-confident approach, lest your class be more concerned with disliking you than with learning from you!
- e. **Mannerisms.** Although not consciously nervous, instructors are prone to mannerisms which can quite easily distract or irritate the student.

| <b>DO NOT:</b>  | <b>DO:</b>  |
|---|---|
| (1) Keep walking up and down in front of the class.   | (1) Keep reasonably still.  |
| (2) Fidget, jingle money in your pocket, keep looking at your watch or indulge in unnecessary and extravagant gestures. | (2) Face the class at all times and make as much use of eye-contact as possible. In this way the students feel that you are taking a personal interest in what they are doing and will be less inclined to 'turn themselves off'. |
| (3) Be sarcastic, or attempt to raise a cheap laugh at the expense of a student.  | (3) Use humour discreetly and speak naturally, clearly and at a rate slightly below that for normal conversation.   |
| (4) Toss chalk in the air while talking.  | (4) Be honest - if a question is asked and you cannot answer it, then say so and volunteer to find out the answer.  |

### **Class Activity**

7. It is very important, indeed essential, to remember that good instruction is a 2-way process, i.e. if the student is to learn then he must be allowed to take an active part in the lesson. By taking part the student is encouraged and assisted in the learning process and this is best achieved by questioning and practical exercises (where appropriate). However, questions must be framed properly if they are to obtain the information required, and the following points should be borne in mind.

- a. Pose each question beginning with an interrogative, i.e. what, where, when, who, how etc. Pause to let the question sink in, then Pounce to nominate a student to answer.
- b. Be concise.
- c. Distribute questions evenly throughout the class.
- d. Do not ask questions which are too easy or too difficult.
- e. Avoid questions which will result in a yes/no answer, unless you propose to follow them up with further questions.

Remember, however, class activity must be controlled lest the class take over from the instructor.

### **Aids to Instruction**

8. Of all the senses the eye is the most important from a teaching/learning point of view and all instructors should remember this during all phases of the teaching process. Instead of trying to spend long periods of time describing an item bring a model (or if possible the real thing) into your classroom. However, never make it too complicated, otherwise your class will become lost and interest will wane.
9. To have the desired effect, visual aids should be:
  - a. Suitable.
  - b. Simple.
  - c. Colourful - the use of contrasting colours is often very effective.

### **Classroom management**

10. **The Environment:**
  - a. **Lighting.** Is there enough light?
  - b. **Heating and Ventilation.** Students should be comfortable, but not too comfortable.
  - c. **Room Layout.** Ensure that you and your instructional aids can be seen and heard by all your students.
  - d. **Instructor Area Layout.** Make sure you have ample room to do what you need to do, and make sure that everything you need is there and ready to hand. This creates a favourable impression and increases your credibility.

11. **The Class.** Nearly every class has the problem cadet. Some of the more common types are listed below, together with some suggestion for dealing with them:

- a. **'Bolshie'**. They are easily identified because they tend to be awkward and uncooperative. Find out why he is a nuisance, only then can you try to help him.
- b. **Bright.** Acknowledge his ability but use it sparingly.
- c. **Know-All.** Find out whether he really does know it all. Throw some hard questions at him, and demand some good answers.
- d. **Slow.** Find out whether he is genuinely slow. If he is, consider extra help; if not, get more work out of him by questioning and activity, using him in demonstrations. But do not make him the butt of the class.
- e. **Sleeper.** More question and activity (but are you to blame?).

However, before taking any long-term action, try to find out why a particular cadet is a problem: it may be that he has other worries quite unconnected with the Corps, such as difficulties at home.

**Only when you get to the root of the problem can you attempt to solve it.**

## **ACP 42 QUESTIONNAIRE**

1. What, briefly, are the three aims of the Corps as set out in the Royal Warrant?
2. What is the next formation above:
  - a. Detached Flight
  - b. A Squadron.
  - c. A Wing Headquarters.
  - d. A Regional Headquarters
  - e. Headquarters Air Cadets for:
    - (1) Flying.
    - (2) Admin.
    - (3) Training.
3. Who are the main civilian members of the Air Cadet Council?
4. Who heads the Chaplains' Committee of the Air Cadet Council?
5. Who is the Air Commodore-in-Chief?
6. What does the letter 'F' after a squadron's number mean?
7. What is the establishment of a D (A, B, C, E – F1, F2) Squadron?
8. How many cadet corporals (cadets sergeants, cadet flight sergeants) could a D type (C type, B type, A type) squadron commander appoint?
9. Name the cadet classifications.
10. How does a cadet become classified First Class?
11. How does a cadet become reclassified above First Class?
12. How many Wings are there in the Air Training Corps?
13. What is the address of your Wing Headquarters?
14. What is the name of your:
  - a. Wing Commanding Officer.
  - b. Wing Administrative Officer.
  - c. Squadron Chairman.
  - d. Squadron Chaplain.

15. Who controls the use of public money which keeps squadron training alive?
16. Who raises and controls your squadron's 'non-public' funds?
17. What is the name and address of your Regional Headquarters?
18. What is the name of your Regional Commandant?
19. How many Cadet Warrant Officers can a Wing Commanding Officer appoint in his Wing?
20. Who is the President of the Air Cadet Council?
21. What does the number of classified cadets (ie the number of Second Class, First Class, Leading, Senior and Staff) in a squadron depend upon?
22. What is the name and rank of the Commandant of the Air Training Corps?
23. Name the three Sections of the CCF.
24. Where do CCF Units meet?
25. The whole organization generally known as 'Air Cadets' comprises ATC cadets and cadets of the RAF Sections of the CCF. What title is the Air Officer at the head of 'Air Cadets' given?
26. Where is Headquarters Air Cadets located?
27. Where would you expect to find details of:
  - a. Gliding.
  - b. Overseas flights in RAF aircraft.
  - c. The flying scholarship scheme.
  - d. The Hughie Green Opportunity Flights scheme
28. What is the minimum age limit for a cadet to fly a glider solo?
29. Where do your squadron cadets go for:
  - a. Air experience flights.
  - b. Familiarisation gliding.
30. Where is the Corps' Central Gliding Sqn?
31. Where is the Corps' Central Gliding Sqn Detachment?

32. What do the following letters mean:
- a. RAFVR(T)
  - b. ATF
  - c. CGS
  - d. IACE
  - e. ACTI
  - f. ACLO
  - g. GVC
  - h. WAO
33. Where do cadets go for 5-day continuous gliding courses?
34. How many Regions are there in the ATC?
35. Name three Wings in your Region other than your own Wing.
36. What is the difference between 'parenting' and 'affiliation'?
37. What is the name of your Wing's affiliated RAF Station which is nearest to your Squadron Headquarters?
38. Name two of the services that a Parent Station provides.
39. What does the Adult Training Facility provide for ATC adult staff?
40. What are the three main ways in which Royal Air Force Stations provide assistance to their affiliated wings?
41. Where is your nearest Royal Air Force Careers and Information Office?
42. How many Squadrons/Detached Flights are there in your wing?
43. Name:
- a. Your Wing Sports Officer
  - b. Your Wing MCO
  - c. One of your Wing Staff Officers
44. What is the role of your Wing's affiliated RAF Stations?
45. Where would you look to find details of Pre-entry visits to RAF Ground Training Schools?

46. Where would you look to find details of the:
  - a. Lees Trophy
  - b. Foster Trophy
  - c. Currall Trophy
  - d. Battle of Britain Trophy
47. What is the Gillan Trophy?
48. What is the difference between 'open' and 'school' squadrons?
49. What is the basic unit in the Corps' structure?
50. Below what number of cadets might a squadron cease to be viable and become a detached flight instead?
51. Name three of the officer appointments a Squadron Commander might make in order to share out the Squadron's workload.
52. Name some of the things that the squadron administrative staff need to know about in order to run the squadron within the general framework of the Corps.
53. What is the whole essence of good organization and administration?
54. Describe briefly the purpose of:
  - a. AP 1919
  - b. ACP 20A
  - c. ACP 20B
  - d. AP 1896
55. Name some of the duties of the:
  - a. Squadron Adjutant
  - b. Squadron Training Officer
  - c. Squadron Supply Officer
  - d. Squadron Adult Warrant Officer
  - e. Squadron Civilian Instructors
  - f. Squadron Padre
  - g. Squadron Adult NCO

56. Where would you look to find the rules about a:
- Major policy matter, eg enrolment procedure
  - Common activity, eg pre-entry visits for cadets
  - Local matter, eg squadron parade times
57. In what ways can a squadron help with its own maintenance?
58. Why is the appearance of a squadron headquarters and its surrounds of importance?
59. What is the importance of fixing dates in advance for various cadet activities?
60. What is 'File' used for?
61. What would you look up if you wanted to find the number of a particular file required by the Squadron Commander?
62. Where would you look to find out about:
- RAF Form 3518
  - RAF Form 3822
  - RAF Form 3822A
  - RAF Form 3521
  - RAF Form 3521A
  - RAF Form 4258
  - RAF Form 6424
  - TC Form Stats 2876
  - ACP 12, 13 and 14
63. Arranging transport for a party of cadets requires much administrative work in advance. What are the main things to do?
64. Where would you look to find how to use CBPS forms?
65. Describe briefly the purpose of:
- Accounts Form 80
  - RAF F1771
  - RAF 7101

66. How would you arrange transport for a party of cadets to go to an adventure training exercise? (ACP 17)
67. What publicity materials are available for use by squadrons or RAF Careers and Information Offices (CIO) in recruiting new cadets or adult staff into ATC Squadrons?
68. How would you help a squadron cadet who wanted to join the Royal Air Force?
69. If you wanted to recruit new cadets into your squadron name some good places in which to display the publicity material?
70. Who collects the regular cash contributions made by cadets?
71. Where do the cadets' regular cash contributions go?
72. What facilities laid on for cadets come under the general heading of welfare?
73. Who has the primary responsibility for raising money (called the non-public fund) to finance squadron welfare requirements?
74. What do the letters AP and ACP mean?
75. What are the responsibilities of the squadron civilian committee?
76. What is the squadron's admin and training grant made up of (ie how is it calculated)?
77. Which member of the squadron committee is responsible for keeping the squadron accounts?
78. How is the Air Cadet News paid for?
79. Withdrawn
80. Is a squadron commander a member of the squadron's civilian committee?
81. What is the minimum and maximum age for the appointment of Cadet Warrant Officer?
82. What is the maximum age for an Instructor Cadet?
83. What is the minimum age for a cadet to be enrolled?
84. What is the maximum age for a cadet to be enrolled?
85. What is the minimum classification required for a cadet to attend camp in UK?
86. What is the maximum classification required for a cadet to attend camp in Germany?
87. How often is the squadron statistical return (F2876) sent to Wing HQ?

88. Name three items of information which the statistical return (F2876) requires.
89. What requirements must a cadet satisfy to be accepted as a staff cadet at a Gliding Squadron?
90. Where would you look to find details of the Royal Air Force Air Publications, Posters, Pamphlets and Forms available to squadrons?
91. How many officers, warrant officers, adult NCO's and civilian instructors is your squadron established for?
92. What is the purpose of the ATC GP Fund?
93. What is the minimum age for a youth to be accepted into the squadron as a Probationer?
94. What is the maximum age to which an enrolled cadet may remain in the squadron?
95. Where would you look to find details of the cadet enrolment procedure?
96. What is the minimum age of entry in the DofE Award Scheme?
97. Who plans the squadron training programme?
98. What is the basic training aid provided by the Royal Air Force for cadets studying for classification examinations?
99. Where would you look to find out what training aids are provided by MOD to support the official syllabus?
100. What publication lists ideas for training aids to be made by squadrons?
101. How would you obtain maps for your squadron?
102. Where would you look for guidance on how to teach a class of cadets?
103. What importance is attached to project training in the official syllabus?
104. What book could you look up to suggest interesting projects to cadets?
105. Where would you look to find out what activities are included in the official syllabus?
106. If you wanted to send a part of cadets on a visit to RAF Halton in the visits to RAF Ground Training Schools scheme where would you look to find the details?
107. Where would you look to find the details about adventure training?
108. Where would you look to find details about camps?
109. Where would you look to find the details about shooting and shooting competitions?

110. Where would you look to find what gliding can be organised for cadets?
111. Where would you look to find out about courses:
  - a. For adults.
  - b. For cadets.
112. Who appoints and promotes cadets to NCO ranks?
113. Which member of the adult staff assists the squadron commander most in maintaining good standards in discipline, drill and armament?
114. In what publication is drill for cadets laid down?
115. Where would you look to find the security of armaments regulations for the Corps?
116. Who is allowed to conduct rifle range practices?
117. Who are the main 'instructors' in a squadron establishment?
118. Where would you look to find the rules about security of radio communications?
119. What Air Training Corps documents are provided to assist squadron Padres?
120. How can Padres help cadets?
121. If a new squadron was being formed what would be formed first?
122. What are the three main appointments on a civilian committee?
123. Where is the Inter-Cadet-Services full bore competition held?
124. When are ATC Examinations (other than to 1st class cadet) held?
125. Where would you look to find the procedures for administering ATC examinations?
126. Who sets the examination papers (other than to 1st class cadet)?
127. What minimum number of hours must a cadet apply to project training for each classification of leading cadet or above?
128. Who raises all the money needed by the squadron to support its welfare and sports activities?
129. What fund pays for your squadron headquarters including its rent, rates, electricity charges and provides the primary training facilities needed to support the official training syllabus?
130. Who authorises expenditure from the Admin and Training Grant?
131. What name is given to the provisioning, storing, issuing and returning of items of equipment (mainly uniform) supplied by the Royal Air Force?

132. What publication lists the items of Royal Air Force equipment that are scaled for use by ATC squadrons?
133. Why is it necessary to know AP 1896 well?
134. Are all scaled items to be held by all squadrons?
135. If a wing headquarters holds items of equipment how does a squadron obtain them?
136. What do you know about:
  - a. Proforma A and B
  - b. Proforma C
  - c. Proforma D and E
137. What is used to indicate the sort of parenting provided by a particular station?
138. How would you demand a scaled item?
139. How would you demand a surplus or obsolete item of equipment?
140. How would you demand a uniform for a cadet?
141. What is a loan card used for?
142. What is RAF Form 668 (or the back of RAF Form 3518)?
143. How is a parenting station likely to send you uniforms or small items of equipment?
144. What is an Inventory?
145. Who is responsible for looking after the items listed on an Inventory?
146. When a cadet leaves the squadron what should he do with the items that have been issued to him on a loan card?
147. How does a squadron commander make sure that his squadron still possesses all the items listed on the Inventory?
148. When an Inventory has to be given an independent check it has to be made up to date. How is this done?
149. What can an Inventory Holder do to keep his inventory up to date, ie with all returns and new issues recorded?
150. What happens if items on an Inventory are found to be missing?
151. Are surplus or obsolete items of equipment recorded on an Inventory?
152. What are surplus or obsolete items of equipment recorded on?

153. Surplus or obsolete items are not scaled - how does a squadron commander ask for what he needs?
154. What Form is used to record the serial number of weapons on charge and the date, voucher and receipt numbers?
155. Where would you look to find out how often a physical check must be made of weapons on charge?
156. To whom would you report the loss of a rifle?
157. What Form is used as a check of arms register?
158. What action should be taken when a cadet has not attended parade for some time?
159. Where would you find information about security in general and the meaning of 'restricted', 'confidential', 'secret', 'top secret' in respect of documents and books?
160. What is the - 'Sergeant System'?
161. What do you use the Joint Services Recognition Journal for?
162. How many copies of the Joint Services Recognition Journal does your squadron get each month?
163. Under what stage of training does a cadet learn about the Morse Code system and phonetic alphabet?
164. Name one subject that a cadet can take for his:
  - a. Leading Cadet examination.
  - b. Senior Cadet examination.
  - c. Staff Cadet Part 1 examination.
165. What does a squadron win a Certificate of Merit for?
166. What are the requirements for acceptance on a gliding course to qualify for the Proficiency Certificate?
167. What does a cadet receive when he passes his Leading Cadet examination?
168. What is a 'Corps Blue'?
169. What does a cadet have to do to earn a Corps Blue?
170. What is a Region Colour?
171. What training does a probationer do?
172. What are the eligibility conditions for a cadet to go to annual camp in Germany?

173. Where are annual camps held?
174. Where is the special form known as the "Local Unit Establishment" held for Wing and Regional Headquarters?
175. Where is a squadron establishment laid down?
176. Withdrawn
177. What do the letters AEF mean?
178. Who form the flying staff of the Air Experience Flights?
179. Name the AEF to which your squadron cadets go?
180. What briefing is given to cadets at squadron headquarters before they go on air experience flights?
181. What is the Quinton Memorial?
182. Name the gliders established by the RAF for Gliding Squadrons, the Central Gliding School and its Detachment.
183. What organization advises the Air Force Board on air training corps policy?
184. Where do newly appointed and commissioned RAFVR(T) officers go for a short course in officer training?
185. Which ACTI authorises wings and regions to hold courses for cadets with NCO or adult staff potential?
186. Name the 'Instructor Courses' that adult staff can attend.
187. What is a LUE?
188. How does a cadet get an Air Cadet Operator Certificate?
189. Where would you look to find details about:
  - a. The ATC W/T and R/T Point to Point HF Network.
  - b. Air Navigation 'O' Level examination.
  - c. The International Air Cadet Exchange scheme.
  - d. The Duke of Edinburgh's Award Scheme
190. What aircraft recognition competitions can a squadron enter for?
191. Where would you look to find details about the ATC Insurance Scheme?
192. What are the eligibility conditions for cadets to go on one of the special visits to the RAF College arranged by Headquarters Air Cadets?