



Soaring Association of Canada
L'Association Canadienne de vol à voile

Flight Training & Safety Committee

**RECOMMENDED STANDARD
for
GLIDER PILOT LICENCE**

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Revision History

Revision No.	Date	Details of Revision
1	2000 Jan 25	Largely rewritten
2	2006 Jan 21	Revisions made to spin checks, sections 35 to 37 inclusive. Section 27 Lookout and Awareness of Whereabouts was Lookout only Footnote added to page 7 to recognise that some clubs might not possess a spinnable two-seat glider. Minor revisions throughout. Added the two test flight check sheets for reference use by clubs.

STANDARD FOR GLIDER PILOT LICENCE

BACKGROUND

1 The following guide is to be used by CFIs and instructors for the evaluation of student pilots when testing them for the Transport Canada glider pilot licence. The SAC *Soaring Instruction Manual, SOAR and Learn to Fly Gliders* and the Instructors Pocket Book and Handbook are the references for the curriculum and exercises to be used in the evaluation. Criteria for acceptable performance are discussed under the relevant headings. A companion check sheet is available for use in the cockpit.

2 It should be stressed that the following is a guide to the required standards and for the checks to be given. Good airmanship and safety must take precedence, taking local conditions, weather and pilot experience into account for all tests.

REQUIREMENTS

3 The Association Standards for a glider pilot licence are:

Minimum of 20 solo flights plus 10 hours total time in gliders, of which 6 hours shall be as pilot-in-command. This may be reduced to 7 hours total time for a person holding any power licence. The flight tests for the licence may be taken before these times are achieved, however the standards must not be reduced on the assumption that they may be met later.

4 Three flights normally will be needed to perform the required tests; tows to at least 3,000 feet above ground on two flights will enable the required manoeuvres to be adequately demonstrated without undue haste. At least one of these test flights should be conducted under typical *thermal* and/or windy conditions. In the event that the examiner is not satisfied with a demonstration of a particular manoeuvre, he may require an extra flight to satisfy himself of the student pilot's proficiency.

5 If winch launching is used, several flights will normally be required. Because the full spin test is mandatory, and if height cannot be gained to allow safe demonstration, other arrangements will need to be made for this check.

6 The emergency cable or rope-break checks form part of the licence requirement. The check may be given on a suitable dual flight a few flights before the two other test flights.

7 The following checks follow a typical sequence for the two test flights, and the instructor is encouraged to use this and the companion check sheet for his or her evaluations.

PRE-FLIGHT

8 Documents. The student pilot must be able to list the documents (personnel and aircraft) that must be carried on each flight, and must know how to fill in the different logbooks.

9 Aircraft Pre-flight Inspections. The student will be advised to treat the inspection as though the glider had just been assembled. The student should be asked to explain the inspection and any actions that he or she performs. Immediately prior to the actual flight an **exterior** inspection (looking for tail dolly, wing tip and tail-wheel damage, etc.) and an **interior** inspection (loose equipment, ballast left in?) should be performed automatically before getting into the cockpit.

10 Cockpit Check. The pre-takeoff checklist should be performed competently and without hesitation. The student should show an awareness of the factors relating to a safe takeoff as he or she performs the check, for example strength of wind, is it a crosswind, are there aircraft in the circuit, hazards in the take-off path, etc? And, the student must know aircraft crosswind limitations from the Pilot Operating Handbook.

TAKE OFF AND TOW

11 Take Off. The take off should be well controlled, with the glider being balanced on the wheel as soon as possible. The glider should not be lifted off early, and after becoming airborne should not be allowed to get out of position, either to the side or too high. A wing drop to the ground at the start of the ground roll should be responded to by a release of the cable or towrope to abort the takeoff.

12 Aerotow. Correct tow position should be maintained without excessive control movements or overshoots. The student shall show ability to quickly regain position after a displacement, with correct co-ordinated use of the controls. In turns, overuse of the rudder is unacceptable, and the glider must be maintained in the correct position.

13 Above 1000 feet above ground, the student is to perform an acceptable manoeuvre around the slipstream behind the tug (Boxing the Wake). The glider should be held in the low-tow position so that the top of the tail fin is just below the slipstream, i.e. the glider is not pulling down excessively on the tug's tail.

14 The instructor shall induce a slack rope and the student must then regain the correct high-tow position using an acceptable technique, and without breaking the rope or inducing excessive movement of the glider and tow plane.

15 Emergency Aerotow Signals. The instructor shall make prior arrangements with the tug pilot to perform the three emergency signals on tow. At 500 feet before release height the instructor shall advise the student who then is to gradually open the dive brakes (spoilers). Feeling this effect, the tug pilot is to give the rudder waggle signal (to **close the air brakes** immediately). The student shall demonstrate the correct response by closing the brakes immediately. Failure to act correctly shall be cause for failure of the test flight. Just before the planned release height on the same or subsequent flight, the tug pilot shall perform the **Release Immediately** signal. The student glider pilot is to immediately release, and is to perform an acceptable LOOKOUT before turning to the right. For the "I Cannot Release" signal, see under *Descending on Tow*, item 18 below.

16 Winch Launch. The student must show a well-controlled takeoff and initial climb, with safety being of prime importance in judging when to steepen into the full climb. The student should be able to maintain the desired speed through the use of well executed signals to the winch. In operations employing radios, the ability to perform the correct air-to-ground signals must be checked. At least one launch in a crosswind shall be performed, to test the pilot's ability to maintain the desired track while *laying off* for the wind.

17 Emergency Rope or Cable Break. For this check the instructor will release without warning, before the normal circuit altitude or position has been reached (this should be pre-arranged with the tug pilot or winch operator). The student pilot must perform a safe manoeuvre (failure to lower the nose and/or to recover to an adequate manoeuvring airspeed before turning is unacceptable), and must initiate an approach to a safe and suitable landing area, which need not be part of the airfield. The student should be allowed to complete the landing normally. Note that this check may be done a few flights before the final licence test flights.

18 Descending on Tow. On one of the two 3,000 foot tows the instructor shall pre-arrange with the tow pilot that the student pilot will be asked to demonstrate the "I Cannot Release" signal (flying to the left and rocking the wings). This may be performed in conjunction with the *descending on tow* test item.

18.1 Descending on Tow. The tow pilot will transition to level flight starting at approximately 200 feet below release height, at which point the student pilot is to move to the low-tow position. Then the tow pilot will set up a gradual descent on tow consistent with cooling procedures. The student pilot is to demonstrate a controlled descent in the low-tow position for 200 - 300 feet at a descent rate of up to 3 to 4 knots (300 to 400 ft/min). The student pilot may maintain the glider below or just in the slipstream. After a stable descent has been flown satisfactorily, the tug pilot will return to straight and level flight, at which point the student pilot should close and lock the airbrakes if used during the descent, and then return the glider to the **high-tow** position. Acceptable performance will be shown by maintaining the towrope essentially tight, with no large amounts of slack allowed to develop. If this occurs the student pilot is to demonstrate acceptable slack-rope procedures to remove the slack, see also item 14, above.

18.2 Glider cannot release signal. While still flying behind the tug in level flight the student pilot is to demonstrate the "I Cannot Release" signal by flying to the left of the tug and rocking the wings. Following this the student is to return to a stable normal position, and should release as appropriate, and then follow the normal post-release checks, item 19 below.

19 Release. On all flights, Release should be at the assigned altitude and from a well-controlled and correct position behind the tow plane. Failure to adequately look around before release is unacceptable. Increasing tension on the towrope before release is unacceptable.

20 On winch launching the student must demonstrate acceptable awareness of the winch operator's signal to release. Release should occur deliberately with the tension in the cable reduced by the pilot before release. Consistent back releasing with the student pilot in control is unacceptable. The student is responsible for positioning the glider for safe release of the cable and its descent to the ground.

FLYING EXERCISES - FIRST FLIGHT

21 Gentle and Medium Turns (gentle; less than 30° bank angle: medium; 30 – 45°). Gentle turns shall be done at both minimum sink, and best L/D speeds. Medium turns must be initiated at an appropriate safe airspeed - if the speed is near minimum sink before the turn, the instructor should expect an increase in airspeed before and/or during the turn, without prompting. The medium turns should be demonstrated in both directions for at least two 360° rotations. Airspeed appropriate for the turn must be maintained steadily, consistent with conditions. Overuse of the rudder, particularly when entering a turn should be watched for. Also see next item.

22 Thermal Flying. The opportunity should be taken to fly with other gliders in a thermal. If thermal conditions are not available (because of the season at time of licence test flights) this item may be done a few flights before the final licence test flights when flying in the company of other gliders. The following items are to be assessed:

- i. The pilot's ability to join a thermal without conflicting with gliders already in the thermal,
- ii. Ability to space the glider safely from others in the same thermal while maintaining good co-ordination and speed control,
- iii. The student pilot's ability to maintain an adequate lookout while climbing in the thermal, and
- iv. The student's recognition of possible mid-air conflicts and actions taken to avoid them.

Note that these requirements may be assessed under non-thermal conditions in which case care must be taken to ensure the requirements are satisfactorily covered and that the student pilot's performance is acceptable.

23 Slow Flying and Gentle Stalls. Stable flight should be demonstrated using co-ordinated stick and rudder correctly to keep the wings level, while the glider displays the pre-stall symptoms. Gentle stalls shall be demonstrated in a gentle turn, not necessarily from straight flight. The student should describe the symptoms and must recover correctly, with minimum altitude lost. Failure to carry out the CALL check prior to slow flight and stall demonstrations is unacceptable.

24 Steep Turns (more than 45°-bank angle). As for medium turns, the increase in airspeed before entering the turn must be deliberate, and once in the turn, speed should be held constant for at least one 360° rotation. Recovery to level flight should be onto a predetermined heading, returning to normal (or minimum sink) airspeed. Repeat in the opposite direction.

25 Spiral Dive. Allow a steep turn to develop into a spiral dive and then request a spiral dive recovery. The correct recovery must be demonstrated, which shall include unloading the wings (relaxing back pressure on the control stick) while the glider is rolled to a level attitude, followed as necessary by recovery from the dive with limiting the *g* loading and minimising height loss. Recovery should be prompt to minimize any gain in airspeed. Divebrakes should not be used because this loads the outer wing panels, placing an undue bending moment on the spar at the outboard edge of the dive brakes.

26 Sideslips. At height sideslips shall be performed to simulate rapid loss of height (sideslip on approach is separate, see second flight). The student pilot is to show acceptable speed control (by attitude) and shall demonstrate he/she has good control of direction when entering and recovering from the sideslip. The student shall demonstrate the requisite caution when using the divebrakes during this exercise, particularly in gliders with powerful brakes.

27 Lookout and Awareness of Whereabouts. A good lookout must be shown while maintaining good co-ordination, and an awareness of the whereabouts of other gliders and potential power traffic, and the club's airfield location, at all times.

CIRCUIT

28 Circuit Planning. Before entering the circuit after the first flight only, ask the student to outline his or her plans for the circuit and approach. This should include consideration of current position and height above ground, wind direction and strength, traffic in the air and on the ground, and should include planned airspeeds for the circuit and approach (but

see under SWAFTS, below). Circuit entry should be normal for the site.

29 Circuit Pattern. The pre-landing checklist should be performed **without** prompting in sufficient time not to interfere with flying the later sections of the circuit (before or at the start of the *downwind leg*). The Airspeed item should be carefully monitored by the instructor (he or she may have to ask what is the **planned** approach speed). Give special attention throughout the final approach to speed control by the student (Important points; deteriorating speed is recognised quickly, and student makes correction, and Lookout for other traffic, e.g., particularly when making early turns to final). Turn co-ordination must also be given special attention. Failure on the part of the student to maintain the selected approach speed (assuming that the instructor has agreed with the choice) and to maintain proper co-ordination during the final turn within reasonable limits are unacceptable and will be reasons for test failure. For example *over-ruddering* in the turn is unacceptable. The final turn should be completed at a safe height, to allow time on the final approach for adjustment of track and descent rate.

30 Use of Spoilers or Dive Brakes. The student should be using these in a smooth manner, adjusting them as required to maintain his / her desired glide angle. Particular attention should be paid to how the student uses them in a strong wind (wind gradient) and during the hold-off and after landing. Note that use of the brakes when in the final turn normally should not be necessary if the circuit has been judged well. Continued use of dive breaks in an obvious undershoot situation is unacceptable.

31 Landing. A properly held-off landing should be the normal landing technique, except in a strong wind when touchdown at a higher airspeed is appropriate. Touchdown should be in the normal landing area. Control should be well maintained until the glider comes to a full stop. Note that a landing in the first third of the runway is to be considered acceptable. If this is not feasible (possibly because of a person or vehicle intruding onto the chosen landing area), the student should be able to change the reference point, and land in a different area. In both test flights the student pilot must be questioned on his or her choice of an alternate landing area (It is important that the student pilot communicate the thought processes as they happen, and a landing is executed on the new area). In all cases the student pilot should not undershoot the intended reference point.

32 Post Landing Actions. The student pilot should demonstrate knowledge of, and should perform proper ground handling, to return the glider to a safe parking spot where it should be adequately secured or handed over to the pilot who will be flying it next. Situational awareness for traffic should be maintained until the glider is safely moved from the landing and taxi areas.

FLYING EXERCISES - SECOND FLIGHT

33 Cockpit checks, Take off, Tow and Release, as for first flight. Repeat emergency signals if not completed on first flight.

34 Slow Flying. As for first flight, the CALL check must be done without prompting.

35 Entry to a Spin. From a slow, gentle turn the student will initiate an entry to a spin. A prompt and smooth recovery should be made from this *wing-drop* stall before a full spin begins to develop. Watch for premature use of the ailerons to pick up the dropped wing; this is unacceptable.

36 Spin Avoidance. The student is to be tested for knowledge of, and correct responses to the departure from normal flight from *Situations that can lead to an Inadvertent Spin*. He or she should be required to recognise and reproduce a minimum of two spin situations* and should recover at the beginning of the departure, i.e. the abrupt wing drop, and should recover as quickly as possible with minimum height loss;

[Note the test instructor should ask the student to list these situations first, then to reproduce and fly them. It is possible also to sign off the student's PTR ahead of the license test flights, that these tests have been satisfactorily completed; clubs should identify their instructors authorised to do these particular flights and to certify satisfactory completion.]

- * - the *Pear Turn* that overshoots the landing line and then the pilot rapidly increases the bank angle while pulling back at too slow an airspeed;
- slow final turn that is over-ruddered while pilot attempts to keep the nose up;
- when, following a winch-launch cable break or a towrope break and with the airspeed still too low, the pilot attempts a low-level turn;
- while thermalling slowly pilot increases bank and pulls back abruptly when flying into increasing lift;
- from an under-banked turn when the pilot anticipates the spin and slowly applies full aileron to try and lift the wing, and full rudder to prevent the yaw toward the lower wing; in effect anticipating the spin – rudder is applied too soon, and this induces a spin in the opposite direction!

37 Full Spin¹. Entry to the full spin should be as for the entry to a spin from any of the above situations, with rotation allowed to continue for at least one full turn (the glider is not to be forced into a spin from a nose-high attitude). When requested by the instructor the student must recover correctly, without the glider approaching V_{ne}, the never exceed speed (red line), and without undergoing high g forces. The sequence should be repeated in the opposite direction from a second situation, as above.
Incorrect recovery from the spin is unacceptable and is reason for test failure.

38 Flying at High Speed. The student pilot should fly at up to the manoeuvring speed, V_a, demonstrating rapid acceleration to the required speed. Gentle co-ordinated turns at speed should be followed by a controlled return to best L/D speed.

39 Off-field Landings. The opportunity should be taken on this and the other test flights to test the student's field-selection abilities for an unplanned off-field landing. It is to be assumed that the pilot has flown out of range of the club. The student pilot is to be asked to select a suitable field (**not** the club field even though this should be easily reached) and to describe the planned circuit. Following this, the instructor shall ask the student to give reasons for its suitability, as well as to identify hazards on the approach. Note wind direction and chosen approach path into this field; are they suitable, and were the hazards identified satisfactorily?

NOTE: the instructor is only to request the student pilot to select a suitable field and describe the chosen circuit into the field. It is NOT expected that an off-field landing will be performed. See also the Bronze Badge requirements.

40 Sideslip or Crosswind Approach. Circuit entry may be made slightly higher than normal; otherwise the usual pattern should be expected. A sideslip shall be initiated (into any significant crosswind if present), and the track established on the runway centreline, or landing line, and held steady, with airspeed under good control. Dive brakes should be used as needed. Recovery to wings level should be at a safe height, with track being maintained.

41 If a significant crosswind is present, a crosswind approach should be performed instead. Either a crabbing or a slip-into-wind technique may be called for by the test instructor. Proper control of track must be maintained throughout the approach, hold off, touchdown and roll out.

ADDITIONAL ITEMS TO BE COVERED (before the two licence test flights)

42 Low-level launch interruption. On a dual flight close to the licence test flight, the instructor is to perform a simulated rope or cable break unannounced, at a height sufficiently above ground that a return to a downwind landing from a rope break or a cable break is the best option. In both launch cases, the student pilot is to perform a correct *recovery of airspeed manoeuvre* before turning. Turning at less than the pre-determined approach speed is unacceptable.

43 Downwind landing. As part of the low-level (300 feet above ground from an aerotow) interrupted-launch exercise immediately above, the student pilot is to perform a correct recovery of airspeed manoeuvre (recognising the wind conditions) before turning and making a satisfactory downwind landing. Winch trained pilots shall have an unannounced cable break at a height that requires speed recovery straight ahead, followed by a return to the airfield for a downwind landing as the best option. In this case, as for the aerotow pilot, the student pilot is to perform a correct recovery of airspeed manoeuvre while flying straight ahead, before turning and making a satisfactory downwind landing. Winch emergencies should also include a gradual power loss, which the student should recognise, respond to and release as required. In all cases safety is paramount and extra care is required in carrying out this part of the test flights.

GENERAL AIRMANSHIP

44 General. During all these tests, the student pilot should display an adequate grasp of general airmanship and the skill and maturity required to be the holder of a Glider Pilot Licence. This shall start with a demonstration of adequate preparation for the flight: what is expected during the flight, approaching weather, other aircraft in the air, restricted areas, etc., and must include a continuous awareness of their position and height relative to the club's airfield bearing in mind the current wind and weather conditions.

¹ It is recognized that some clubs do not have a fully spinnable two-seater. For licence check flights, alternative arrangements must be made for the full spin checks. For annual check flights the emphasis of the checks should be a full discussion of how unintentional spins occur, a review of specific aircraft flight manuals regarding spins, and some exercises such as wind-drop stalls, stalling with airbrakes out in turns, and recovery from extreme unusual attitudes.

45 Keeping a Lookout. All student pilots must display an adequate lookout technique and should be asked ahead of the flights to point out any other aircraft in the area when they are seen. This item should include knowledge of and a demonstrated ability of collision-avoidance techniques; also knowledge of impediments to good vision (such as bright clear days, canopy scratching and glare, limitations of the eye particularly under hazy conditions, problems caused by unsuitable headgear, for example baseball type caps. Students should understand close vision myopia and empty-field or blue-sky myopia phenomena).

46 Radio. Pilots must be able to handle and to make radio calls while flying, being particularly aware radio is for **safety** use (of the need to avoid unnecessary chit chat), and not to become distracted, for example, when flying the circuit. The pilot should possess the requisite restricted radio operator's permit.

47 Airspace. All student pilots must be familiar with the different airspace types, and be able to identify and to show to the instructor the local airspace areas and any restrictions when flying in the vicinity of the club. Use of applicable radio procedures shall be included if local requirements exist.

COMMENTS ON CONDUCTING A LICENCE TEST FLIGHT

Instructors should remember that the student pilot will frequently be flying without supervision in future, and will increasingly be achieving longer soaring flights. Extra pressures (for example trying to locate the field after a local soaring flight as their altitude rapidly decreases) will occur, and will affect their performance. These licence test flights should not be *easy* and the instructor should be careful not to *help* the student (it is easy for example to jog their memory about getting back to the circuit by asking an apparently unrelated question). If the student performs satisfactorily under a bit of extra pressure during these flights he or she will be well able to meet the requirements for a Glider Pilot Licence.

PRACTICAL FLIGHT TEST FAILURE CRITERIA SUMMARY

- Full spin and spiral check is mandatory; incorrect recovery technique (e.g. premature use of the ailerons to pick up the dropped wing) is unacceptable.
- Spin avoidance by recognition of and correct responses to spin situations that can lead to inadvertent spins; inadequate knowledge of and incorrect recovery from wing drop or departure from normal flight is unacceptable.
- Emergency cable or rope break; failure to lower nose/maintain or regain airspeed to a safe manoeuvring speed before turning is unacceptable.
- Aerotow; over-use of rudder in turns or when flying straight is unacceptable, i.e. *pointing the nose* with rudder is unacceptable (indicates incorrect use of rudder, especially when under extra stress).
- Emergency aerotow signals – when required and as appropriate, student must: a) close brakes immediately; b) release immediately and look around adequately before turning, and c) fly to the left of the tug and signal correctly; failure to act correctly on any of these items is unacceptable.
- Release – increasing tension on rope before release is unacceptable.
- On winch launch, must demonstrate acceptable aircraft-to-winch speed signals, and awareness of winch operator's signal to release.
- Emergency cable or rope breaks; candidates must demonstrate correct speed recovery procedures, (abbreviated) circuits and landings. Turning at less than the pre-determined approach speed is unacceptable.
- Failure to carry out the CALL check prior to slow flight, stalls and rapid height-loss manoeuvres is unacceptable.
- Steep turns – increase in airspeed before turning must be deliberate, either before or during the entry to the turn.
- A good lookout must be shown while maintaining co-ordination in turns, and situational awareness (traffic, airfield location) must be continuously demonstrated throughout the test flight(s).
- Poor co-ordination of final turns (e.g. by over-use of rudder), and failure to maintain proper and consistent airspeed on approach to landing, are unacceptable.
- Landing in the first third of the runway is to be considered acceptable. The student should be able to change the reference point, and land in a different area. In both test flights the student pilot must be questioned on his or her choice of an alternate landing area. In all cases the pilot should not undershoot the intended reference point.

GLIDER PILOT LICENCE CHECK SHEETS

Student Pilot name Club

Flight no 1: Instructor Date/time /

Flight no 2: Instructor Date/time /

Student Flying Time dual: solo: No. of solo flights

FIRST TEST FLIGHT

Runway in use Wind ° / knots

Aircraft used, type Regn. Weather

ITEM	FAIL	MPR	*ACCPT	GOOD	COMMENTS
Documents					
Preflight interior and exterior checks of a/c					
Pre-takeoff checks (incl options & rwy clear?)					
Take off, tow, boxing the wake					
Slack rope (aerotow)					
Emergencies on tow – see notes A & B below					
Release procedures (prior lookout?)					
Gentle and medium stalls (symptoms)					
CALL check before doing stalls?					
Coordination of controls in turning					
Continuous medium turns (lookout?)					
Steep turns; speed control (lookout?)					
Spiral dive recovery ('g' control)					
Awareness of position relative to airfield *					
Sideslipping (also on approach if high)					
Circuit pattern incl. choice of High Key Area					
Pre-landing checks - awareness of other a/c?					
Speed control in circuit and on approach					
Coordination near ground in final turn					
Use of dive brakes; glide path control					
Flare & landing (held off)					
Post landing actions					
General airmanship: -					
* Situational Awareness (traffic, location, weather, etc)					
Keeping a lookout; technique used?					
Planning ahead, use of SOAR technique					

Notes: A: 1 – Cannot release; 2 – Spoilers Open, then Tug Rudder Signal;
 3 – Tug Wave-off at Release Height.

B: A low level release (unannounced) is a mandatory part of the licence tests and should have been performed satisfactorily at a time close to these two flights.

MPR – More Practice Required; **ACCPT** – Acceptable

SECOND TEST FLIGHT

Runway in use Wind °/ Knots

Aircraft used, type Reg Weather

ITEM	FAIL	MPR	*ACCPT	GOOD	COMMENTS
Cockpit checks, take off, tow					
Rope break procedure: Aerotow / winch / auto					
Slow flying, use of stick and rudder					
Wing drop stall recovery					
Full spin to the left					
Full spin to the right					
CALL Check before stalls/spins					
Recognition of Spin-situations; spin avoidance by early recovery from developing spin					
Flying at high speed, (approx. 0.8 Vne)					
Off-Field Landing Procedures* - Note below					
Circuit entry from High Key Area					
Choice of Reference Point and Circuit pattern					
Pre-landing checks - awareness of other a/c					
Cross wind approach					
Landing (cross wind - mandatory)					
General airmanship: -					
Situational Awareness (traffic, location, weather, etc)					
Continuous lookout? Technique used ?					
Planning ahead, use of SOAR technique					

Notes: * 1 – Field Selection; 2 – Circuit Planning into chosen fields; 3 – Surface suitability and Hazards on Approach into the field; 4 - Decision Heights; 5 – Situations that can lead to inadvertent spins.

MPR – More Practice Required; **ACCPT** – Acceptable

Division of flight items between first or second test flights is suggested as above. Items missed on one flight to be covered on other flight(s).

C.F.I.'s comments on General Flying Ability

Airmanship

Flying experience to date	Hours:	P1	P2	Totals

No. of flights:

Recommended for licence: Yes No

Check Instructor's Signature Date

Name (Please PRINT) Licence Number