



Operations Advice Notice

No. 01/20

Flight Reviews

Purpose

This document is relevant to all persons who undergo or conduct flight reviews. The aim is to explain the philosophy and intent of a flight review and to provide guidance to pilots undertaking a flight review and instructors who may conduct a review.

Another purpose of this document is to achieve consistency and standardisation with flight reviews to ensure a good safety outcome without incurring unreasonable expense. Flight reviews for both powered and unpowered sailplanes are addressed.

Philosophy and intent of a flight review

The flight review must be seen in the context of a broader aviation safety philosophy. The flight review, although important (and required by legislation), is one process that contributes to continuing pilot proficiency and consequently the safety of flight.

A flight review every two years does not, in itself, ensure safety. Safety is achieved when each pilot takes responsibility for a continuing process of hazard identification and risk management (i.e. Threat and Error Management (TEM)) for their own aviation activities. In addition to the flight review, this continuing process should include:

- maintaining existing knowledge;
- increasing knowledge;
- regularly practicing piloting skills;
- setting personal limits;
- applying robust human factors practices;
- improving airmanship; and
- actively applying TEM concepts and principles.

In this continuing process of TEM, the two key aspects of a flight review are:

- to provide an opportunity for pilots to refresh their flying skills and knowledge; and
- to provide an independent assessment of a pilot's skills, knowledge and airmanship.

These two aspects are fundamental to the goal of keeping aviation safety risks for the pilot at, or below, an acceptable level. Both aspects (refreshing skill and knowledge, and the independent assessment) are equally important and the process should be a collaborative endeavour between the pilot undergoing the review and the assessor conducting it.

To be a successful collaboration, the person undergoing the review and the assessor have a shared responsibility. This responsibility requires an honest statement of the flying activities that have been undertaken over the past two years, and more importantly an indication of what type of flying the pilot anticipates performing during the next two years.

The assessor should then plan an appropriate flight review for the pilot's prevailing circumstances and be willing to commit time and effort to identify deficiencies in skills and knowledge, and then to provide remedial instruction and advice as required.

Ideally the assessor should aim to make the event something that pilots look forward to, rather than dread. This can be achieved by establishing good communications, clearly identifying the requirements of the flight review and committing to ensuring that the pilot will benefit from the exercise. Instructors should endeavour to provide positive feedback and, where deficiencies are identified, rectify the knowledge gap without making the pilot feel inadequate.

So, what is a flight review?

The process of undertaking an assessment of a pilot's skills and knowledge is referred to as a flight review. GFA Operational Regulations require all pilots who intend to act as pilot in command of a sailplane to undergo a flight review to confirm the:

- Pilot's flying skills are at the appropriate level for the privileges the pilot wishes to continue to exercise.
- Pilot's knowledge, understandings and situational awareness are appropriate for making flexible decisions relative to the privileges the pilot wishes to continue to exercise (the Threat and Error Management –TEM approach).
- Ratings and approvals the pilot wishes to continue to exercise.

Who Needs a Flight Review?

- A student pilot's first flight review will be required within a maximum period of 24 months after the initial period of check flights ceases.
- Pilots exercising command flying privileges will be required to have their flight review within a maximum period of 24 months of their last flight review, and then within a maximum period of 24 months thereafter.
- Logbook evidence of a current flight review undertaken overseas may be acceptable as an alternative to the GFA flight review requirement if the reviewer considers the pilot's overall experience to be adequate. **Note:** This requirement does not preclude foreign pilots undergoing site checks in accordance with the requirements in MOSP2, Section 15.1.

Who May Conduct a Flight Review (the Reviewer)?

- For pilots exercising command flying privileges, a current Level 1 or higher category instructor approved by the pilot's CFI.
- For AEl's, the pilot's CFI, Deputy CFI or a delegated Level 2 Instructor.
- For Level 1 and above Instructors, the pilot's CFI, Deputy CFI or delegated Level 3 Instructor.
- For CFIs and Deputy CFIs, a Level 3 Instructor assigned by the RM/O.

Frequency of Reviews

- The maximum period is 24 months.
- The reviewer (or Club Training Panel) **may set a shorter interval if considered appropriate.** Factors that may suggest a shorter interval could include a newly issued GPC, currency or recency considerations, airmanship or judgement considerations, or ageing pilot considerations.

Flight Review Validation Period

- A flight review is valid to the end of the month in which it is done, 24 months (or a lower interval as set by the Club training panel) later (e.g. for a 24 month interval, a flight review conducted on 1 January 2020 will remain valid until 31 January 2022).
- The flight review may be conducted any time in the three months before it is due and the original renewal date remains unchanged (e.g. where a flight review expires at the end of December 2020, the pilot can undertake the review in October 2020 and the next review will be due at the end of December 2022).
- A pilot can defer their flight review beyond the expiry date but cannot exercise command privileges until they have completed their review.

Responsibility

- The primary responsibility to ensure a pilot has a current flight review rests with the pilot.

Pre-Learning

- All pilots must complete an online examination of flight rules (including airspace management), regulations, TEM, HF, and communications prior to undertaking the flying component of the review. Instructors will also be examined on inflight Instruction Techniques.

Exercises

- A review of the glider pilot's logbook to assess currency and the type of gliding engaged in, is an essential component of the review.
- Issues raised in Training Records or Panel Notes may indicate areas for targeted assessment during the review.
- The reviewer should seek competency demonstrations in sufficient exercises to allow a reasoned judgement regarding the privileges the pilot wishes to continue to exercise. This may require more than one flight.
- Confirming the pilot's knowledge, understandings and awareness for the making of reasoned and informed decisions may be assessed in discussions. Understandings of the TEM approach in gliding together with the pilot's currency should allow assessment of the pilot's competencies to make prudent judgements in glider flight.

Recency or Currency Requirements

- Club Training Panels should set currency and recency requirements appropriate for the types of gliders and the prevailing weather and environment in which they operate.
- Club Training Panels may require pilots who do not meet these currency and recency requirements to undergo a flight review.
- Club Training Panels may set flight review requirements at more frequent intervals than the maximum 24 months.
- It is recommended pilots undergo a check flight if they have not flown within the preceding 90 days.

A currency barometer can be found at Appendix C. Powered flying currency may also be considered in the context of overall flying currency.

Reporting

- The reviewer is to complete the 'Flight Review' form generated by the GFA Online system and have this signed by the pilot. The original should be filed by the club's CFI, and a copy given to the pilot to upload on their GFA profile.

- A record is to be made in the pilot's logbook by the reviewer confirming completion of the flight review as follows:

"I certify that [Pilot's Name], has satisfactorily completed a flight review in accordance with GFA OAN 01/20 on [date]".

[Signed] [Instructor's name].

Conduct of Flight Reviews

- The spectrum of a glider pilot's experience and the type of flying they engage in is very broad. The flight review is an opportunity to reinforce good standards, to identify and correct bad habits and to confirm the pilot's competence to retain privileges, ratings and approvals.
- Pilots should familiarise themselves with the relevant sections of the GFA Operational Regulations and MOSP, update their logbook (or print electronic copy), and assemble the information to complete the 'Flight Review' form generated by the GFA Online system.
- The reviewer will consider the pilot's currency, type of gliding operations, privileges, ratings and approvals to be renewed. The reviewer will then plan the conduct of the review, including:
 - Manoeuvres to perform.
 - Particular aspects to assess.
 - Number of flights.
 - Discussion, briefing and debriefing.
 - Determines Pilot in Command responsibilities.
 - Emergency responses, including who is PiC.
 - The area, heights where the flight will operate.
 - Briefs the tow pilot or winch driver as appropriate.
- The aim is that the reviewer should gain sufficient appreciation of the pilot's competency to make a reasoned judgement about the privileges the pilot wishes to continue to exercise. The reviewer must determine what it is essential to check and plan the flight(s) accordingly. It will not be practicable to review all elements in a single flight. However, the aim should be to complete the flight review in as few flights as possible.
- The flight review is not a Pass / Fail exercise. Should a lack of skill be detected, a plan should be agreed with the pilot to regain competencies. The instructor will withhold the logbook endorsement until the pilot can demonstrate proficient piloting abilities.
- A partial renewal of privileges may be considered, together with planning to improve competency. Reasons for withholding renewal of a flight review may include:
 - Unsafe flying.
 - A number of individual small failings that indicate lack of competency, lack of currency, knowledge gaps, inappropriate airmanship, or hazardous attitudes.
 - Failure to appropriately perform straightforward manoeuvres or procedures.
 - Performing an aspect of flight in such a way that the reviewer has reason to doubt a successful outcome.
 - The pilot does not meet currency requirements relevant to the privileges and is unlikely to remedy this with further training.

Flight Review Exercises

Reviewers have discretion to determine the exercises they will seek demonstrated in order to assess competency. However, GFA requires the inclusion of lookout and scanning techniques, plus slow speed flight and stall / spin recognition, recovery and prevention elements as a minimum in all flight reviews.

If the reviewer is not familiar with the pilot or it is considered appropriate to put the pilot under additional stress, one or more of the following may be included in the selected exercises:

- Out of position towing such as “boxing the slipstream”.
- Covering up key instruments, allowing observation of ability to fly visually, by sound and by feel.
- Simulated off-airfield landing in a designated and unfamiliar part of the airfield.
- Simulated cable or rope break.
- Lower or higher than standard circuit joining height.
- Landing on cross wind vector.
- Simulated airbrakes jammed open or closed.
- Precision manoeuvres, at specified bank angles and airspeeds.
- Thermalling in company with other gliders, joining and departing occupied thermals.

The reviewer must at all times ensure that any exercises are carried out in a safe manner, taking into account other traffic, weather conditions and tow plane / winch performance. The exercises must be well briefed, not done on a surprise basis and should cease if any threats are identified during the exercise. The pilot under review must demonstrate controlled corrective action. Any shortcomings in lookout and scanning must be addressed through retraining and additional review flights.

When reviewing instructors, exercises shall be chosen from launch, upper air, stall-spin, circuit and landing competencies, that require the instructor under review to clearly demonstrate their attention to airmanship, situational awareness, checks, clarity of explanations and demonstrations, clear handover/takeover protocols, fault analysis, intervention and correction. Their communication and briefing skills and depth of knowledge should also be assessed in pre- and post-flight phases. This may require more than one flight to assess.

Slow Speed Flight & Spinning

Stalling and spinning close to terrain, particularly in approach to landings / out-landings remains a serious safety threat. In Australia in the past 20 years many of the serious accidents in gliders that have resulted in fatal outcomes or serious injury were the result of an uncommanded stall/spin.

Flight reviews should therefore seek to confirm the pilot’s understandings of the causes of stall / spin situations, the recognition of the onset, and correct recovery action. The ability to differentiate from a stall / spin and a spiral dive and the different recovery techniques must be confirmed.

Slow speed flight and handling may include the pilot demonstrating handling with symptoms up to and including pre-stall buffet and subsequent recovery to normal flight. Turns with the pre-stall buffet present with rudder and aileron inputs provide the opportunity for the pilot to demonstrate their understanding of how a glider may suddenly enter a spin, and the appropriate recovery actions.

Pilots must routinely demonstrate understanding of “safe speed near the ground” and the factors that may contribute to a spin; e.g. turbulence, gusty thermals, gust stalling, gradient, rotor, wind shear, inappropriate trim, uncoordinated flight, excessive rudder. Several serious and fatal accidents have also resulted from a low-level loss of control consequent of the pilot attempting to lower the undercarriage on final approach.

Pilots at clubs where it is not practicable to conduct full spin recovery exercises must have their flight review conducted at a club that can provide the competency assessment. For further information on spin training, refer also to Operations Advice Notice (OAN) 01/19 [‘Is incipient spin training permitted in your aircraft?’](#) and CASA Advisory Circular AC 61-16 v1.0 [‘Spin Avoidance and Stall Recovery Training’](#).

Threat and Error Management, and Human Factors

Another important area that demands attention is TEM and Human Factors (HF) (see Appendix A of this document). TEM is discussed in more detail later and HF are the 'mind skills' that are applied to TEM. These skills include:

- maintaining effective lookout;
- maintaining situation awareness;
- assessing situations and in-flight decision making;
- setting priorities and managing tasks; and
- communications and interpersonal relationships.

Instructors must discuss these subjects with pilots before flight and assess their airborne competency in these skills. Most aircraft accidents can be traced to deficiencies in human factors skills, rather than poor aircraft handling or technical failures.

Pilots must be aware of the implications of deficiencies in these competencies. Instructors conducting a flight review must be able to objectively assess these single-pilot human factors by observing the pilot's behaviour and the outcome of the airborne exercises and decisions.

When designing a flight review to suit the particular needs of an individual pilot, assessors must address those items considered 'obligatory' as they could, if mishandled, lead to unsafe outcomes; and include any other aspects that may be appropriate to the individual pilot. The flight review form at Appendix B has attempted to identify these items and a space is left on the forms for the assessor to enter any additional competencies to be addressed. However, it should be remembered that a flight review is a collaborative endeavour between the reviewing pilot and the person undergoing the review, with the aim of providing maximum benefit, including training as appropriate, to the pilot being assessed.

In summary, it is important to note that a flight review is not a flight test. Consequently, the assessor is both permitted and expected to provide remedial instruction, when required. Nevertheless, assessment of competency is the outcome required by a flight review. Accordingly, after conducting remedial training in whichever sequences are necessary, the pilot must be able to demonstrate competency in that sequence in observed conditions.

The final outcome is the pilot being assessed as competent to exercise the privileges of his or her Certificate.

Threat and Error Management and single-pilot Human Factors

The International Civil Aviation Organization (ICAO) has recommended that Threat and Error Management becomes an integral component of all pilot training. GFA introduced TEM and single-pilot Human Factors into pilot training in 2014.

Competencies for TEM and single-pilot human factors (entitled 'Manage Flight') are available at Appendix A.

TEM is an operational concept applied to flight that includes the traditional role of airmanship and provides a structured and proactive approach that pilots can take in the identification and management of threats and errors that could affect the safety of flight. An inseparable link exists between TEM and pilot resource management or single-pilot Human Factors.

The single-pilot Human Factors are listed in the previous section; Instructors are required to develop methods to explain how human factors are applied to TEM. For example, how to apply the components of situation awareness (awareness of aircraft systems, external environment, time) and decision making (problem definition and diagnosis, option generation, risk assessment and option selection, outcome review) to managing threats and errors. Localised practical scenarios should be developed as a means of both teaching and assessing these competencies.

The flight review forms at Appendix B has in the 'Pre-flight' column of the table, under 'Discussion and Application', a list of the single-pilot human factors. Persons conducting flight reviews must take the time to address these elements during both the pre-flight discussion and the conduct of airborne exercises of the review.

Unsuccessful completion (Not yet competent)

If a pilot is unable to successfully complete a flight review (e.g. demonstrate competency in all elements of the flight review), their logbook must not be certified. In such a case the person conducting the flight review must provide guidance to the pilot on what action to take to achieve the expected competency

If a pilot is found NOT COMPETENT in any of the essential elements for the conduct of a safe flight, remedial training must be given until the desired competency is demonstrated to the satisfaction of the assessor. In some cases, the removal of certain privileges may be necessary.

When a pilot is still within the two-year period of the previous review, he or she may continue to act as pilot in-command for operations where qualified unless the pilot is deemed to be unsafe to fly as pilot in-command. Subsequent flights should be limited to improving the pilot's skill to ensure a satisfactory outcome of a later flight review.

If the two-year period since the last successful flight review has expired, the pilot can no longer conduct a flight as pilot in command. Further flights must be with an authorised flight instructor.

Expired Flight Review

A pilot is not to exercise command pilot privileges after the expiry date of their latest flight review. Full responsibility for this rests with the pilot, but it is recommended that affiliate CFIs periodically monitor flight review status via GFA records to ensure pilots do not exceed their privileges.



Christopher Thorpe
Executive Manager, Operations
Date 3 August 2020

Definitions

<i>Airspace cleared procedure</i>	<p>Collision avoidance must always be practiced, and a procedure followed to ensure a collision does not occur. This procedure is performed before all turns and manoeuvres. A commonly used technique for this procedure is:</p> <ul style="list-style-type: none"> • when turning left - 'Clear right, clear ahead, clear left-turning left'; or • when turning right - 'Clear left, clear ahead, clear right - turning right'. <p>If an object is closing and remains on a line of constant bearing (stays at the same point on the windscreen) a collision will occur if avoiding action is not taken.</p>
<i>Checklist</i>	A standardised set of actions or items derived from information set out in the Flight Manual/Pilot Operating Handbook (POH), placards or GFA Manual of Standard Procedures, necessary to ensure the safe operation of the aircraft.
<i>Controlled corrective action</i>	Timely and coordinated use of controls without abrupt manoeuvring is made to achieve specified performance.
<i>Errors</i>	Action, or inaction, that results in deviation from appropriate intentions.
<i>Hazardous Attitudes</i>	Anti-Authority, Impulsivity, Invulnerability, Macho, & Resignation are attitudes often leading to poor judgment and risk assessment.
<i>Human factors</i>	Optimising the relationship within systems between people, activities and equipment.
<i>Safe(ly)</i>	A manoeuvre or flight is completed without injury to persons, damage to aircraft or breach of aviation safety regulations, while meeting the standards specified by GFA.
<i>SLG</i>	Self-launching glider. An aircraft, equipped with one or more engines having, with engine(s) inoperative, the characteristics of a sailplane.
<i>Stakeholders</i>	Any person involved with, or affected by, the flying operation to be performed.
<i>Threat and Error Management (TEM)</i>	The process of detecting and responding to threats and errors to ensure that the ensuing outcome is inconsequential, i.e. the outcome is not an error, further error or undesired state.
<i>Threats</i>	Events or hazards whose occurrence is outside the control of the pilot(s) and which may threaten the safety of the flight.
<i>TMG</i>	Touring Motor Glider. A specific class of SLG having an integrally mounted, non-retractable engine and a non-retractable propeller; capable of taking off and climbing under its own power according to its flight manual.
<i>Undesired aircraft states</i>	Undesired aircraft states are flight-crew induced aircraft position or speed deviations, misapplication of flight controls, or incorrect systems configuration, associated with a reduction in safety margin.

APPENDIX A - RANGE OF VARIABLES

Range of Variables

- Competency is to be demonstrated in flight in an aircraft of the appropriate category equipped with dual flight controls and (if required for TMG/SLG) electronic intercommunication between the applicant and the instructor or examiner.
- Consistency of performance is achieved when competency is demonstrated on more than one flight.
- Flight accuracy tolerances specified in the standards apply under flight conditions from smooth air up to, and including, light turbulence.
- Where flight conditions exceed light turbulence appropriate allowances as determined by the assessor may be applied to the tolerances specified.
- Infrequent temporary divergence from specified tolerances is acceptable if the pilot applies controlled corrective action.
- Units and elements may be assessed separately or in combination with other units and elements that form part of the exercise.
- Assessment of a briefing for an exercise also includes assessment of TEM and HF applicable to the unit or element.
- Competency is to be demonstrated while complying with GFA approved checklists, placards, aircraft flight manuals, operations manuals, standard operating procedures and applicable aviation regulations.
- Competency in emergency procedures is demonstrated in flight following simulation of the emergency by the instructor or examiner, except where simulation of the emergency cannot be conducted safely or is impractical.
- Assessment should not involve simulation of more than one emergency at a time.
- Pilots must demonstrate that control of the aircraft during an airborne exercise is maintained at all times but if the successful outcome is in doubt, corrective action is promptly taken to recover to safe flight.
- The following evidence is used to make the assessment:
 - The applicant's logbook for evidence of flight training completed, current Glider Pilot Certificate (if held) and evidence of current GFA membership.
 - For all elements, the essential evidence for assessment of competency is direct observation by an instructor of the pilot's performance in the specified exercises, including aircraft operation and TEM.
 - Oral and written (online) questioning of underpinning knowledge.
 - Aircraft airworthiness documentation, appropriate maps and charts. Airspace requirements (Classes G, E, D, C and A) and aeronautical information.

Manage Flight – Competencies

Skills, knowledge and behaviour to plan, direct and control all aspects of a flight.

Element	Competency Criteria
Maintain effective lookout	<ul style="list-style-type: none"> • Maintains lookout and traffic separation using a systematic scan technique at a rate determined by traffic density, visibility and terrain. • Maintains radio listening watch and interprets transmissions to determine traffic location and intentions of traffic. • Performs airspace cleared procedure before commencing any manoeuvres.
Maintain situation awareness	<ul style="list-style-type: none"> • Monitors all aircraft systems using a systematic scan technique. • Collects information to facilitate ongoing system management. • Monitors flight environment for deviations from planned operations. • Collects flight environment information to update planned operations. • Use of radio to maintain heightened situational awareness and communicates effectively to maintain safe separation from other airspace users and in the circuit
Assess situations and make decisions	<ul style="list-style-type: none"> • Using TEM tools identifies and analyses problems. • Identifies solutions and assesses solutions and risks. • Decides on a course of action. • Communicates plan of action and allocates tasks, if appropriate. • Takes positive actions to achieve optimum outcomes. • Monitors progress against plan. • Modifies, adapts or re-evaluates plan to achieve optimum safety outcomes.
Set priorities and manage tasks	<ul style="list-style-type: none"> • Organises cockpit workload and priorities to ensure completion of all tasks relevant to the safety of the flight. • Puts the safe and effective operation of the aircraft ahead of competing priorities and demands. • Plans events and tasks to occur sequentially. • Anticipates and/or interprets critical events and tasks to ensure safe completion of the task or flight. • Uses technology to reduce workload and improve cognitive and manipulative activities. • Avoids fixation on single actions, tasks or functions.
Maintain effective communications and interpersonal relationships	<ul style="list-style-type: none"> • Establishes and maintains effective and efficient communications and interpersonal relationships with all stakeholders to ensure the safe outcome of the flight. • Defines and explains objectives to applicable/involved stakeholders. • Demonstrates a level of command decision making that ensures the safe completion of the flight. • Encourages passengers, as appropriate, to participate in, and contribute to, the safe outcome of the flight.
Range of Variables	
<ul style="list-style-type: none"> • All flight and ground operations. • Interaction with stakeholders. 	
Underpinning Knowledge	
<ul style="list-style-type: none"> • Aviation Regulations relative to the area of operation. • GFA MOSP • Australian Gliding Knowledge • CASA "Human factors in sport, recreation and general aviation" eLearning modules. 	

Threat and Error Management – Competencies

Unit Description: Skills, knowledge and behaviour to recognise and plan, direct and control threats and errors.

Element	Performance Criteria
Recognise and manage threats	<ul style="list-style-type: none"> • Identifies relevant environmental or operational threats that are likely to affect the safety of the flight. • Develops and implements countermeasures to manage threats. • Monitors and assesses flight progress to ensure a safe outcome or modifies actions when a safe outcome is not assured.
Recognise and manage errors	<ul style="list-style-type: none"> • Applies checklists and standard operating procedures to prevent aircraft handling, procedural or communication errors; and identifies committed errors before safety is affected or aircraft enters an undesired aircraft state. • Monitors aircraft systems, flight environment and crewmembers, and collects and analyses information to identify potential or actual errors. • Implements countermeasures to prevent errors or takes action in the time available to correct errors before the aircraft enters an undesired aircraft state.
Recognise and manage undesired aircraft states	<ul style="list-style-type: none"> • Recognises undesired aircraft states. • Prioritises tasks to ensure management of undesired aircraft states. • Manipulates aircraft controls or systems, or modifies actions or procedures, to maintain control of the aircraft and return to normal flight operations in the time available.
Range of Variables	
<ul style="list-style-type: none"> • All flight and ground operations. 	
Underpinning Knowledge	
<ul style="list-style-type: none"> • Explain the principles of threat and error management by detailing a process to identify and mitigate or control threats and errors during multi-crew operations. • Give an example of how an undesired aircraft state can develop from an unmanaged threat or error. • Identify the aspects of multi-crew operations that can prevent an undesired aircraft state. • Explain how the use of checklists and standard procedures prevents errors. • Give an example of a committed error and how action could be taken to ensure safety of flight. • Explain how prioritising and managing workload can reduce the occurrence of errors. • Explain how establishing and maintaining interpersonal relationships can ensure safety of flight. • Explain how checklists and standard operating procedures can help to recognise, prevent and/or correct errors. 	

APPENDIX B – SAMPLE ‘NOTIFICATION OF FLIGHT REVIEW’



Notification of Flight Review

Member Details

Membership No.

Title:

Family Name:

Given Names:

Nationality:

Flight Experience

Total Hours (Sailplanes)		Total Flights (Sailplanes)	
Hours Last 12 months (Sailplanes)		Flights Last 12 months (Sailplanes)	
Hours Last 90 days (Sailplanes)		Flights Last 90 days (Sailplanes)	
Total Hours (Fixed Wing Power)		Total Flights (Fixed Wing Power)	
Hours Last 12 months (Fixed Wing Power)		Flights Last 12 months (Fixed Wing Power)	
Hours Last 90 days (Fixed Wing Power)		Flights Last 90 days (Fixed Wing Power)	

Flight Review Details

Element	Competency Demonstrated
Maintains effective lookout	Yes / No
Maintains situation awareness	Yes / No
Assesses situations and make decisions	Yes / No
Sets priorities and manages tasks	Yes / No
Maintains effective communications and interpersonal relationships	Yes / No
Recognises and manages threats	Yes / No
Recognises and manages errors	Yes / No
Recognises and manages spin entry and recovery	Yes / No
Recognises and manages undesired aircraft states	Yes / No

Comments (As appropriate)

Next Flight Review Due End of: (Month/Year)
(Maximum period is 24 months)

Logbook endorsement issued: **Yes / No**

Instructor's Signature:

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Instructor's Name:

Instructor's Membership No.:

Date:

PILOT ACKNOWLEDGEMENT

I have been debriefed on the assessment of my competency following this Flight Review.

Pilot's Signature: Date:

Notes:

- One copy to be forwarded to pilot's CFI.
- One Copy to be provided to pilot for uploading to their 'GoMembership' profile.

APPENDIX C - CURRENCY BAROMETER

(Courtesy of the British Gliding Association)

