

Name _____ Rating Held _____ Place _____

Gliding Hours Total Instructing Hours Total

Gliding Hours Last 12 Months Instructing Hours Last 12 Months

Tick appropriate column or comment on reverse, as appropriate

	Satisfactory	Not Assessed		Satisfactory	Not Assessed
KNOWLEDGE BASE			OPERATIONAL MANAGEMENT		
Review of Learning Theory			Review of Privileges and Limitations of Rating		
Structure of a Flying Lesson			Review Exercises Authorised to Teach (C-Cat)		
Knowledge of Pilot Training Program			Human Factors - review of recent HF events		
Knowledge of MOAP & CAR's from Study Guide			Review of recent Safety Bulletins		
Glider Knowledge (critical speeds, W&B, etc)			Review of SOP's and Airfield Emergency Plan		
XCP Study Topics (ref Assessment Standards)			Preparedness to manage after an accident		
TEACHING SKILLS			FITNESS TO INSTRUCT		
Assessing the trainee's skill and knowledge			Medical Declaration - current and valid?		
Use of Correct Language			Review any recent health or medical events		
Responsibilities of Pilot in Command			Currency requirements met MOAP 2-4 14.1(a)		
Classroom Briefing on sample topic			Review any incidents/accidents last 24 mths		
Questioning Techniques			Ageing Pilot considerations (if applicable)		
Prompting Techniques			Medications or other contra-indications		
AIRBORNE TRAINING SKILLS			ITEMS FROM BFR SCHEDULE		
Preparation for Flight			Review Launch Hazards, <i>Eventualities</i> checklist		
Short Preflight Briefing			Lookout, Scanning, Situational Awareness		
All Checklists Followed Correctly			Spins - entry, recognition and recovery		
Good Standard of Aircraft Handling			Use of appropriate speeds (incl SSNG)		
Demonstration of Selected Training Exercise			Radio Phraseology and Technique		
Assessment of Trainee's Attempt			Knowledge of Controlled Airspace		
Post-Flight Debriefing			Overall Airmanship and Self-Discipline		

Comments by the reviewing instructor made on the reverse YES NO

DECLARATION

I certify that the above review of instructor competency has been completed satisfactorily and that the privileges appropriate to the rating held by the Instructor may be exercised. The airborne exercises able to be taught are restricted to those approved on Form OPS-08 *Exercises Approved to Teach*.

This review also meets the requirements for a Biennial Flight Review.

Reviewed by: _____ GNZ # _____ Signature _____ Date ____/____/____

ACKNOWLEDGEMENT

I acknowledge participating in this review and I have read and accepted comments made by the reviewer.

Instructor: _____ GNZ # _____ Signature _____ Date ____/____/____

Glider Type _____ Rego _____ No. of Flights ____ Total Flight Duration _____ Date ____/____/____

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1 Knowledge Base

1.1 Learning Theory

- name the different learning styles that a trainee pilot might respond to.
- what is meant by the laws of primacy, repetition, effect and recency?
- discuss Knowles' principles of adult learning (may refer to reference material to answer)
- what is Kolb's experiential learning model? How does this relate to a typical flying lesson?

1.2 Pilot Training Program

- describe the pass criteria for a wing-drop stall recovery as described in the PTP
- identify some of the challenges a trainee might have in mastering this topic
- describe briefly how you would address these challenges and work through them

1.3 Manual of Approved Procedures and Civil Aviation Rules

- identify the three major parts to the MOAP and briefly describe their contents
- what is the current version of the MOAP?
- discuss recent changes to the MOAP - what were they and what are the implications?
- review the rules identified in the XCP Study Guide, "Aviation Law"

1.4 Glider Knowledge

- identify the glider(s) used by the instructor and describe their handling characteristics
- identify typical operating speeds at important phases of flight + SSNG for that aircraft
- describe how weight and balance is managed for different pilot weights and dual/solo

1.5 XCP Study and Examination Topics

- able to identify the five XCP topics for which an examination pass is required
- able to speak knowledgeably on some/all of these topics (refer to IAS for A, B and C standards)
- for B-Cat: is able to supervise an exam, knows where to find exam papers and answers

2 Teaching Skills

2.1 Assessing Trainee's Skill and Knowledge

- what do you look for when reviewing a logbook? Give examples.
- what are four different "levels of learning"? (Ref CAA Paper on [Learning Theory](#))
- describe some ways that you could guard against "rote" learning?

2.2 Use of Language and Concepts

- give a classroom briefing on a topic chosen by the reviewer (refer to IAS for C, B and A standards)
- summarise the responsibilities of a *Pilot in Command* (ref MOAP Section 2.2 Part 2)
- give a typical preflight briefing on a topic in the *To Solo* section (max time allowed = 2 minutes)

2.3 Questioning Techniques

- describe the four different types of oral question used in instructing (refer to IAS)
- where would you locate the "oral questions" to be asked prior to first solo?
- give an example of one of the questions and how you would expect it to be answered

2.4 Prompting Techniques

- identify the four different types of prompt and when each is most effective (ref IAS 2.4.2)
- what can you do when your chosen prompt is not effective?
- what are some of the immediate signs that the trainee is overloaded or stressed?

3 Airborne Training Skills

3.1 Preparation for Flight

- describe the ABCDE checklist and what needs to be checked
- when carrying a passenger on their first flight what precautions would you take?
- carry out all required pre-flight checks correctly, including documents carried in aircraft
- correctly recite and apply the Eventualities list for the launch type (WASOB / SASOB)

3.2 Standard of Aircraft Handling

- follows normal procedures for launch, including at and after release (winch or aerotow)
- handles the glider controls smoothly to provide a comfortable flight for trainee
- able to demonstrate well-balanced turns, very steady speed control
- perform any exercises during the flight that are asked for by the assessing instructor

3.3 In-Flight Training Demonstration

- demonstrate how you would teach wing drop stall / lazy eight / benign spiral mode (pick one)
- allow the assessing instructor to attempt the exercise, then briefly critique the attempt
- demonstrate one of the variations from the standard circuit (e.g. started too high, too far out)
- demonstrate and talk through the final approach with 1/2 - 2/3 airbrake on last part of final

3.4 Debriefing

- after landing describe how you felt the assessing instructor managed the exercise
- review your own circuit and landing against the standard in the PTP
- review any other issues which arose during the flight

4 Operational Management

4.1 Privileges and Limitations

- describes privileges and limitations for your currently-held rating (A, B or C)
- discuss any exercises which you have not taught recently or may need support

4.2 Human Factors Awareness

- review a recent event where the trainee exhibited a *Human Factors* limitation
- describe or discuss a ground-based event where Human Factors have played a role
- where are you most aware of Human Factors being responsible for reduced safety margins

4.3 Airmanship and Self-Discipline

- identify an occasion where there may have been a lapse of good airmanship and discuss
- give your views on where discipline may be lax in your club environment

4.4 Leadership Within the Gliding Club

- discuss how you could further develop your leadership abilities
- review your participation within the Instructor Panel

4.5 Preparedness to Manage an Emergency

- review the SOP's and club emergency plan
- do you have relevant phone numbers stored in your phone for use in an emergency?

5 Fitness to Instruct

5.1 Medical status

- Is the Medical Declaration current? No changes since?
- Any recent health scares or medical events?
- Any recent injury, accident or traumatic experience (not related to flying)?

5.2 Flying Currency

- Have the required currency standards been achieved (MOAP Section 2-4 Subsection 12)?
- Consider currency requirements for instructional flying and solo flying separately
- Review intended types of flying in future (badge, record, contest, alpine)

5.3 Accidents or Incidents in the Last 2 Years

- Review any accidents or incidents for which an OPS-10 form was submitted
- Identify probable causes, contributing factors, responses (e.g. further training, coaching)
- Discuss any unreported flying incidents, sobering experiences or going beyond one's skill level

5.4 Ageing Pilot Considerations (where applicable)

- Enquire about any noticeable decline that could be age-related?
- Is the instructor mentally and physically fit to continue flying with pre-solo pilots?
- Management of medications? Any other risk factors?