

TAILWHEEL UNDERCARRIAGE

ENDORSEMENT

FLIGHT CURRICULUM

STUDENT DETAILS

NAME: PHONE NO: (H)
(Given) (W)
(Surname)..... FAX NO:

ADDRESS:
.....
.....
..... POST CODE:

DATE OF BIRTH:

BLOOD GROUP:..... ALLERGIES TO MEDICINE:
.....

NEXT OF KIN: PHONE NO:

ADDRESS:
.....
.....
.....

AVIATION REFERENCE NO.:

AVIATION MEDICAL: DOCTOR: PLACE:
DATE:.....
CLASS: VALID UNTIL:
CLASS: VALID UNTIL:

INTRODUCTION

Flying Training Syllabus

This syllabus specifies the progressive flying and aeronautical knowledge training requirements relevant to pilots seeking their first tailwheel undercarriage endorsement.

Course Structure

The ground and flying training should be integrated in such a way that the pilot has the aeronautical knowledge necessary for the particular phases of flying training to be undertaken so that the maximum benefit is gained from the time spent in the air. The aeronautical knowledge training should include elements, which are related to the type of tailwheel undercarriage aeroplane to be used on this course. The minimum required instruction should include the following: -

1. Position of Centre of Gravity (CoG)
2. Taxiing problems, forward vision etc
3. Use of controls – effect of wind
4. Take-off technique in Tailwheel aeroplane
5. Landing technique in Tailwheel aeroplane
6. Emergency Procedures
7. Weight and Balance
8. Take-off and Landing Performance Charts

The flying training syllabus specifies the flying sequences required to complete the tailwheel flying training, together with the standard that the pilot must achieve. The flying syllabus includes the following: -

1. General Handling
2. Take-off and Landing (Three point, wheeler and crosswind)
3. Circuit Emergencies

The flying training hours set out in the syllabus are suggested minimum to meet the standard and a pilot may require more hours than shown, therefore additional hours shall be flown in syllabus item until the pilot completes the phase to the standard required.

Assessment

The aim of this training syllabus is to produce pilots with a consistently high standard, therefore the shall be aimed at achieving the standard specified in this syllabus rather than within minimum number of hours of training and in this regard competency standards have been set, that specify the level of performance needed to complete each task to the standard required.

The purpose of the assessment is to determine the competence of pilots, as demonstrated by the practical application of their knowledge and skills to the task of flying an aeroplane. As this training syllabus is competency based, the assessment involves gathering evidence, comparing that evidence with predetermined criteria, then making a judgement as to whether the criteria has been met.

Competency standards are based on a concept of "competency", which in this context means all aspects of the performance of a task, which it includes: -

- Performance at an acceptable level of skill;
- Organising one's tasks;
- Responding and reacting appropriately to the unexpected;
- Fulfilling the role expected in the working environment, and
- Transferring skills and knowledge to new situations.

The assessment of a pilot's competency is formative – it is an ongoing process throughout the period of learning. When assessing the pilot's competencies the instructor should use the specified tolerances as a guide to confirm that approved flying techniques are always used. These flying techniques involve the accurate use of power, aeroplane attitude, trim, balance and control applications, which are smooth, timely and co-ordinated. To this end, the assessor should be driven by approved technique, rather than solely by specified numerical tolerances.

In addition to the assessment of flying skills, the assessor must determine that the pilot applies sound judgement and decision-making.

As each phase on training is completed the instructor will assess the performance of the student in terms of "Key Competencies" and also "Grade" the student's performance in three areas (Technique, Airmanship and Preparation). Each phase of training is completed when the student is observed to perform the procedures to the standards set out and has demonstrated an ability to meet the licensing standards. The "Achievement Record" should be completed as each element of training has been completed to the specified standard.

Achievement Records

Assessments shall be made for all flights whether or not the standard has been achieved. Before the pilot may be issued with a tailwheel endorsement, the student must have been assessed as competent in each element listed in the "Tailwheel Achievement Record". Each element must be certified as having been achieved at the specified standard by the instructor responsible for the assessment.

Key Competencies

Key competencies are competencies essential for effective participation by the student in the training process. The Key competencies focus on the capacity of the student to apply knowledge and skills in an integrated way in each phase of the training.

There are seven (7) key competencies that are addressed within the 'Tailwheel endorsement' Course, as outlined below.

KC1 Collecting, Analysing and Organising Information

The students will learn to locate information, and evaluate both the information itself and the sources and methods used to obtain it. Organisational skills will be reinforced to enable the students to access the information for later study and reference.

KC2 Communicating Ideas and Information

The students will learn to communicate effectively with others using Aviation English in a range of modes (spoken, written and other non-verbal means of expression) in the context of flying training. Explicit attention will be given to the communication process.

KC3 Planning and Organising Activities

The students will learn to plan/organise their study time, set and work towards goals, both alone and as part of a course (group). They will learn to plan the time needed to answer examination questions and sort out priorities. Students also learn to evaluate competency assessment performances against the set criteria for themselves and therefore learn to monitor their own performances.

KC4 Working with Others and in Teams

Students will learn to interact with other people (peers and instructors) both on a one-to-one basis and in groups, including understanding and responding to the needs of others (often in cross-cultural situations) and working effectively as a member of a team to achieve a shared goal.

KC5 Using Mathematical Ideas and Techniques

Because the course is integrated theory and practical pilot training, the use of mathematical ideas and techniques is important. Most of the learning and aviation texts will involve the concepts of numbers and space, together with a degree of estimation and approximation for practical purposes. Orientation to aviation measurements (eg. nautical miles) will be provided as will instruction in the use and interpretation of aviation charts.

KC6 Solving Problems

There are many opportunities throughout the course for the students to enhance and develop their problem-solving skills. When learning how to answer examination questions and doing the practical pilot training the students will learn how to solve problems using a range of strategies. This competency is also related to "working with others and in Teams".

KC7 Using Technology

Throughout the course the students will learn to apply technology, combining the physical and sensory skills needed to operate an aircraft and its systems. Understanding of the principles and application of the technology will be developed progressively through theory and practical training.

The key competencies are assessed in the following three (3) performance levels: -

LEVEL 1	LEVEL 2	LEVEL 3
Carries out established processes. Makes judgement of quality using given criteria.	Manages processes. Selects the criteria for the evaluation process.	Establishes principles and processes. Evaluates and reshapes process. Establishes criteria for evaluation of process.

Example of key competencies for Phase 2 Circuits: -

Key Competencies

Collect & Analyse **3** Communicate **1** Plan & Organise **1** Work with Others **1** Mathematical Ideas **2**
Solve Problems **2** Use Technology **2**

Grading

Each air exercise or simulator session shall be assessed and the score mark shall be recorded in the student file. The assessment is based on three areas (Technique, Airmanship and Preparation), with the assessment being a consideration in all three (3) areas. This system of marking, however, may be unnecessarily harsh (e.g. a generally good trip that was spoilt by only one poor display of airmanship). Therefore, for fairness, the final assessment may need to be subjectively tempered.

The grading of an air exercise is based on performance measured against Technique, Airmanship and Preparation, with a mark awarded between 0 and 5. The mark/assessment being decided by reference to the "Grading Word Picture", as set out hereunder. These are utilised by choosing the description that most closely relates to the student's ability under each of the three titles.

Assessments shall be made for all flight and simulator exercises using the following table, which provides the guide.

Assessment Guide

Assessments shall be made for all flight and simulator exercises with the instructor recording an assessment in the Student Report and Flight Record Sheet. The assessment is based on three areas (Technique, Airmanship and Preparation), the assessment being a consideration of performance in all three (3) areas. This system of marking, however, may be unnecessarily harsh (e.g. a generally good trip that was spoilt by only one poor display of airmanship). Therefore, for fairness, the final assessment may need to be subjectively tempered.

The following table provides the guide for the assessment of an air exercise based on performance measured against Technique, Airmanship and Preparation, with a mark awarded between 1 and 4. The mark/assessment being decided by reference to these performance descriptions and by choosing the description that most closely relates to the student's ability under each of the three titles.

SCORE	TECHNIQUE	AIRMANSHIP	PREPARATION
4 Excellent	Performance is without errors under existing conditions Aircraft Handling is smooth and accurate. Technical skills and knowledge meet a higher than expected level of competency Behaviour indicates continuous and highly accurate situational awareness Flight management skills are excellent Safety of flight is assured	Performed without fault in new situations and/or under a moderately high workload.	No prompting or additional instruction was required.
3 Standard	Performance indicated minor errors that were corrected promptly. Aircraft handling was smooth and within specified tolerances. Technical skills and knowledge meet the expected level of competency. Behaviour indicates that situational awareness has been maintained. Flight management skills are effective. Safety of flight is maintained.	Operated the aircraft safely, but he is slow to either reach or act on his decisions in new situations.	Had grasped all essential aspects of the sortie, but additional instruction as required to facilitate full understanding of some background considerations.
2 Acceptable	Performance includes significant errors that are recognised and corrected promptly. Aircraft handling is somewhat rough or includes momentary deviations from specified tolerances. Technical skills and knowledge meet a weak but acceptable level of competency. Behavior indicates lapses in situational awareness that are identified and corrected. Flight management skills are below average. Safety of flight is not jeopardised.	Just coped with the airmanship demands of familiar situations, but his ability to react correctly to new situations is doubtful.	TRIED to prepare but he had difficulty discerning the essential aspects of the lesson. Repetitive instruction was necessary to complete his instruction.
1 Unacceptable (requires further training)	Performance includes significant errors that are <u>not</u> recognised or are <u>not</u> corrected promptly. Aircraft handling is rough or includes uncorrected or excessive deviations from specified tolerances. Technical skills and knowledge <u>do not</u> meet an acceptable level of competency. Behavior indicates lapses in situational awareness that are <u>not</u> identified or corrected. Flight management skills are ineffective. Safety of flight is jeopardised.	Operated the aircraft in a hazardous manner in familiar situations.	Either had not prepared or could not reproduce his preparation for this sortie.

A satisfactory standard at the completion of the syllabus, prior to the flight test, would be Score 3.

CREDITS FOR TRAINING

A student who transfers from another Flying School may be granted credit for all previous training, subject to a flight check and/or written examinations as required by Professional Aviation Services.

STUDENT NAME:

AVIATION REFERENCE No: ..

PREVIOUS FLYING SCHOOL:

PREVIOUS FLYING EXPERIENCE

	DAY	NIGHT
DUAL:		
SOLO:		
TOTAL:		

INSTRUMENT FLYING

FLIGHT TIME:	
GROUND TIME:	
TOTAL:	

CREDITS FOR PREVIOUS TRAINING

	DAY	NIGHT
DUAL:		
SOLO:		
TOTAL:		

AIRCRAFT TYPE ENDORSEMENTS

.....
.....
.....

NAVIGATION FLYING

	DAY	NIGHT
DUAL:		
SOLO:		
TOTAL:		

REMARKS:

.....
.....
.....

FLYING TRAINING TO COMMENCE AT PHASE No:

TAILWHEEL CERTIFICATIONS

Aircraft Operations

..... has been instructed in, and I consider him/her competent in the following aeroplane operations for (type) and has been certified to carry out these operations as pilot in command:

	SIGNATURE	DATE
PREFLIGHT INSPECTIONS		
OPERATION of ENGINE		
TAXING		
1st SOLO (Day/Night)		

Crosswind Operations

I consider competent to fly as pilot in command of type aeroplane in crosswind condition that is no greater than:

	SIGNATURE	DATE
< 8 Kts		
10 Kts		
12 Kts		
15 Kts		

TAILWHEEL UNDERCARRIAGE

FLIGHT CURRICULUM

PHASE NO.	PHASE	N/F	I/F	DUAL	PIC
1	GENERAL HANDLING			1.0	
2	NORMAL CIRCUITS (THREE POINT LANDING)			1.0	
3	NORMAL CIRCUITS (WHEELER LANDING)			1.0	
4	CROSSWIND TAKE-OFF and LANDINGS			1.0	
5	FINAL HANDLING DEMONSTRATION			1.0	
6	SOLO CONSOLIDATION				1.0
PROGRESSIVE TOTALS				5.0	1.0

TOTAL HOURS 6.0

- Note 1. General handling shall include stall recovery, spins (if applicable to type), steep turns, and practice forced landings
- Note 2. Circuits and landing can vary from 3 to 7 hours depending on the ability of the student.
- Note 3. Three point landings are to be carried out until safe and adequate skill in landing the aircraft in this mode is achieved.
- Note 4. Circuit emergencies are to be carried out throughout the circuit training and shall include: -
 Flapless
 Glide approaches
 STOL operations
 EFATO
- Note 5. Wheeler landings are to be carried out until safe and adequate skill is achieved. This mode of landing should be mastered before the tailwheel undercarriage endorsement is issued.
- Note 6. Crosswind landing to not less than 65% of the crosswind limit for the aircraft shall be mastered before the tailwheel undercarriage endorsement is issued. Crosswind landings should be mastered using both the three point and wheeler techniques.

TAILWHEEL ENDORSEMENT SYLLABUS

Ph.	1	<u>GENERAL HANDLING</u>	(1.0 Dual)
<p>The student will be able to: -</p> <ul style="list-style-type: none"><input type="checkbox"/> Demonstrate the pre-flight inspection of the aircraft.<input type="checkbox"/> Demonstrate the Start-up procedure by accurate use of the checklist.<input type="checkbox"/> Demonstrate the taxiing procedures noting: -<ul style="list-style-type: none">• Correct use of power and brakes,• Taxiing on marked centrelines $\pm 1\text{m}$,• Problems associated with turns in a tailwheel aeroplane.<input type="checkbox"/> Demonstrate the Run-up and Pre-take-off checks.<input type="checkbox"/> Demonstrate the Take-off Safety Briefing - review speeds, and emergency procedures.<input type="checkbox"/> Demonstrate the take-off and the initial climb.<input type="checkbox"/> Demonstrate the various control and systems.<input type="checkbox"/> Use throttle, pitch and mixture correctly at each power change.<input type="checkbox"/> Establish cruise power accurately.<input type="checkbox"/> Carry out BRoC ($\pm 5\text{ MPH}$, $\pm 5^\circ\text{ Hdg}$).<input type="checkbox"/> Carry out BAoC ($\pm 5\text{ MPH}$, $\pm 5^\circ\text{ Hdg}$).<input type="checkbox"/> Carry out a Cruise descent ($\pm 5\text{ MPH}$, $\pm 5^\circ\text{ Hdg}$).<input type="checkbox"/> Establish cruise climb $\pm 5\text{ MPH}$, $\pm 5^\circ\text{ Hdg}$.<input type="checkbox"/> Extend/retract flap observing limit speeds.<input type="checkbox"/> Establish descent power and speed $\pm 5\text{ MPH}$, $\pm 5^\circ\text{ Hdg}$.<input type="checkbox"/> Carry out Medium Turns - level, climbing and descending.<input type="checkbox"/> Carry out Slow Flight (not below $V_s + 5\text{kts}$).<input type="checkbox"/> Carry out Stall recovery using standard recovery technique with maximum height loss 100 ft: -<ul style="list-style-type: none">• Clean configuration - idle power,• Clean configuration - approach power,• Approach configuration - S&L and Turning flight,• Incipient stage - clean configuration,• Incipient stage - approach configuration• Approach configuration - changing a/c configuration at stall.<input type="checkbox"/> Carry out Advanced Turning ($\pm 150\text{ ft} \pm 5^\circ\text{ AoB}$).<ul style="list-style-type: none">• Level turns at 45° and 60° AoB.• Climbing turns at 20° AoB.• Descending turns at 45° AoB.<input type="checkbox"/> Carry out recovery from unusual attitudes without grossly overshooting the straight and level attitude.<input type="checkbox"/> Setup RPM for best range and endurance.<input type="checkbox"/> Demonstrate decent procedure for return to base.<input type="checkbox"/> Demonstrate the circuit rejoin and landing.<input type="checkbox"/> Demonstrate the aircraft shutdown procedure by use of the checklist.<input type="checkbox"/> Demonstrate the aircraft post flight procedures.<input type="checkbox"/> Airmanship<ul style="list-style-type: none">LookoutUse of checklistPre-manoeuvre ChecksEngine Handling/Considerations (T & P)Use of cowl flaps (if applicable)Handover/takeover. <p>Note: The student should be thoroughly familiar with the stalling characteristics of the aircraft whilst observing any limitations imposed on it.</p> <p style="text-align: right;"><i>Continued Over</i></p>			

Ph.	2	<u>NORMAL CIRCUITS (THREE POINT LANDINGS)</u>	(1.0 Dual)
<p>The student will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Carry out pre-flight (daily) inspection of the aircraft under supervision. <input type="checkbox"/> Carry out start-up, run-ups, pre-take-off procedures accurately using the checklist. <input type="checkbox"/> Carry out the Take-off Safety Briefing - review speeds, and emergency procedures. <input type="checkbox"/> Carry out a normal Take-off, circuit, approach and landing using standard procedures (± 5 MPH, $\pm 5^\circ$ Hdg, ± 100 ft). <input type="checkbox"/> Carry out touch & go correctly - flaps reset for take-off (refer company operations manual), directional control maintained on centreline ± 1m. <input type="checkbox"/> Carry out a baulked approach (overshoot) from final with the aircraft in the landing configuration using standard procedures as set out in the P.O.H. <input type="checkbox"/> Extract TOSS and Minimum Approach Speed from "P" charts in the aircraft Flight Manual. <input type="checkbox"/> Carry out a short field Take-off and landing (± 5 MPH, Hdg $\pm 5^\circ$). <input type="checkbox"/> Carry out a flapless approach and landing (± 5 MPH). <input type="checkbox"/> Carry out a Low Level circuit (not below 500 ft agl). <input type="checkbox"/> Carry out an Aborted Take-off during the take-off run. <input type="checkbox"/> Carry out EFATO and Glide Approach. <input type="checkbox"/> Airmanship Lookout Take-off Safety Briefing Awareness of circuit traffic is maintained Traffic Separation maintained ATC and R/T procedures compiled with Local procedures are observed including Noise Abatement Procedures Engine Handling / Considerations (T&P) Use of cowl flaps (if applicable) Handover/takeover. 			
Key Competencies			
Collect & Analyse <input type="checkbox"/> Communicate <input type="checkbox"/> Plan & Organise <input type="checkbox"/> Work with Others <input type="checkbox"/>			
Mathematical Ideas <input type="checkbox"/> Solve Problems <input type="checkbox"/> Use Technology <input type="checkbox"/>			
Assessment			
Technique <input type="checkbox"/> Airmanship <input type="checkbox"/> Preparation <input type="checkbox"/>			
Comments _____			

Date: _____ Aircraft: <u>ZK-CIT</u> Aircraft Type: <u>ZGCBC</u> Flight Time: _____ (Dual / PIC)			
Route Flown: _____			
Instructor: _____		Signature: _____	
Student's Signature: _____			

Ph.	3 <u>NORMAL CIRCUITS (WHEELER LANDINGS)</u>	(1.0 Dual)
<p>The student will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Carry out pre-flight (daily) inspection of the aircraft under supervision. <input type="checkbox"/> Carry out start-up, run-ups, pre-take-off procedures accurately using the checklist. <input type="checkbox"/> Carry out the Take-off Safety Briefing - review speeds, and emergency procedures. <input type="checkbox"/> Carry out a normal Take-off, circuit (± 5 MPH, $\pm 5^\circ$ Hdg, ± 100 ft). <input type="checkbox"/> Carry out an approach and wheeler landing using standard procedures (± 5 MPH). <input type="checkbox"/> Carry out touch & go correctly - flaps reset for take-off (refer company operations manual), directional control maintained on centreline ± 1m. <input type="checkbox"/> Extract TOSS and Minimum Approach Speed from "P" charts in the aircraft Flight Manual. <input type="checkbox"/> Carry out a short field Take-off and short field landing using wheeler technique (± 5 MPH). <input type="checkbox"/> Carry out a flapless approach and wheeler landing (± 5 MPH). <input type="checkbox"/> Carry out a Low Level circuit (not below 500 ft agl). <input type="checkbox"/> Airmanship Lookout Take-off Safety Briefing Awareness of circuit traffic is maintained Traffic Separation maintained ATC and R/T procedures complied with Local procedures are observed including Noise Abatement Procedures Engine Handling / Considerations (T&P) Use of cowl flaps (if applicable) Handover/takeover. <p>Note: Wheeler landings are to be carried out until safe and adequate skill is achieved. This mode of landing should be mastered before the endorsement is issued.</p>		
Key Competencies		
Collect & Analyse <input type="checkbox"/> Communicate <input type="checkbox"/> Plan & Organise <input type="checkbox"/> Work with Others <input type="checkbox"/> Mathematical Ideas <input type="checkbox"/> Solve Problems <input type="checkbox"/> Use Technology <input type="checkbox"/>		
Assessment		
Technique <input type="checkbox"/> Airmanship <input type="checkbox"/> Preparation <input type="checkbox"/>		
Comments _____ _____ _____ _____ _____		
D Date: _____ Aircraft: <u>ZK-CIT</u> Aircraft Type: <u>ZGCBC</u> Flight Time: _____ (Dual / PIC) Route Flown: _____		
Instructor: _____ Signature: _____		
Student's Signature: _____		

Ph.	4 <u>CROSSWIND TAKE-OFF and LANDINGS</u>	(1.0 Dual)
<p>The student will be able to: -</p> <ul style="list-style-type: none"> <input type="checkbox"/> State the aircraft limitation for crosswind take-off and landing. <input type="checkbox"/> Correctly identify the crosswind component on a given runway using the windsock. <input type="checkbox"/> Carry out a crosswind take-off, with correct use of ailerons, lift-off speed (± 5, -0 MPH). <input type="checkbox"/> Maintain extended centreline, establish climb speed ± 5 MPH, balanced, aircraft trimmed. <input type="checkbox"/> Undercarriage and flaps are retracted at a safe height (if applicable). <input type="checkbox"/> Complete a circuit correctly allowing for drift during turns and on the downwind leg completes all checks accurately (from memory). <input type="checkbox"/> Complete the approach to land, maintaining correct approach path, speed and extended centreline. <input type="checkbox"/> Awareness of the wind strength, direction and possible turbulence or wind shear. <input type="checkbox"/> Applicable flap is selected for crosswind conditions (refer POH). <input type="checkbox"/> Importance of MPH control on final (± 5 MPH). <input type="checkbox"/> Flare aircraft smoothly and at V_{ref} (+ 5, -0 MPH), using controls correctly for wing down technique with the aircraft landed in the three point attitude and ensuring that the aircraft is not drifting. Crosswind landing using the wheeler technique is preferred. <input type="checkbox"/> Excessive ballooning is recognised and controlled prior to touchdown or go around initiated. <input type="checkbox"/> Touchdown is achieved within 120m beyond nominated touchdown point, aligned with runway centreline, ($\pm 2m$) on main wheels first. <input type="checkbox"/> Ailerons are used to prevent wing rise, direction is maintained. <input type="checkbox"/> Complete landing, maintaining centreline until safe taxi speed is achieved, continue correct use of controls, or, safely carry out touch and go procedures. <input type="checkbox"/> Airmanship Lookout is maintained Crosswind limitation of the pilot Crosswind limitation of the Aircraft Anticipate the effect of wind / windshear Positive use of controls in a crosswind 		
Key Competencies		
Collect & Analyse <input type="checkbox"/> Communicate <input type="checkbox"/> Plan & Organise <input type="checkbox"/> Work with Others <input type="checkbox"/> Mathematical Ideas <input type="checkbox"/> Solve Problems <input type="checkbox"/> Use Technology <input type="checkbox"/>		
Assessment		
Technique <input type="checkbox"/> Airmanship <input type="checkbox"/> Preparation <input type="checkbox"/>		
Comments _____ _____ _____ _____		
Date: _____ Aircraft: <u>ZK-CIT</u> Aircraft Type: <u>ZGCBC</u> Flight Time: _____ (Dual / PIC)		
Route Flown: _____		
Instructor: _____ Signature: _____		
Student's Signature: _____		

Ph.	5 FINAL HANDLING DEMONSTRATION	(1.0 Dual)
<p>The student will be able to: -</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the aircraft systems, e.g. Flaps, Fuel and Oil. <input type="checkbox"/> Performance <input type="checkbox"/> Limitations <input type="checkbox"/> Loading <input type="checkbox"/> Weight and Balance. <input type="checkbox"/> Documents <input type="checkbox"/> Airworthiness <input type="checkbox"/> Preflight Inspection <input type="checkbox"/> Passenger Briefing <input type="checkbox"/> Engine Start and run up <input type="checkbox"/> Appropriate use of checklists <input type="checkbox"/> Taxiing <input type="checkbox"/> Takeoff appropriate for the given scenario. <input type="checkbox"/> Stalls, Clean, Loaded, Approach <input type="checkbox"/> Side Slipping <input type="checkbox"/> Circuits <input type="checkbox"/> Landing Wheeler and Three points as per conditions <input type="checkbox"/> Short Field approach <input type="checkbox"/> Flapless approach <input type="checkbox"/> Airmanship <ul style="list-style-type: none"> Lookout is maintained Crosswind limitation of the pilot Crosswind limitation of the Aircraft Anticipate the effect of wind / windshear Positive use of controls in a crosswind 		
Key Competencies		
Collect & Analyse <input type="checkbox"/> Communicate <input type="checkbox"/> Plan & Organise <input type="checkbox"/> Work with Others <input type="checkbox"/> Mathematical Ideas <input type="checkbox"/> Solve Problems <input type="checkbox"/> Use Technology <input type="checkbox"/>		
Assessment		
Technique <input type="checkbox"/> Airmanship <input type="checkbox"/> Preparation <input type="checkbox"/>		
Comments _____ _____ _____		
Date: _____ Aircraft: <u>ZK-CIT</u> Aircraft Type: <u>ZGCBC</u> Flight Time: _____ (Dual / PIC) Route Flown: _____		
Instructor: _____ Signature: _____		
Student's Signature: _____		

Ph.	6 SOLO CONSOLIDATION	(1.0 Solo)
<ul style="list-style-type: none"> ❑ The student shall under supervision complete solo practice in normal circuits operations. Circuits consolidation may include crosswind procedures provided the student has reached the required standard in Circuits Crosswind and is approved for solo crosswind. Crosswind limitation is to be checked before solo, refer to logbook certification. Should this exercise be the first solo practice in crosswinds by the student, they shall be under the observation of the instructor. ❑ Airmanship Lookout is maintained (traffic) Situation awareness is maintained Local procedures are observed ATC & R/T procedures observed Checks carried out with faults Knowledge of Emergency Procedures / Checklists <p>Notes:</p> <ol style="list-style-type: none"> 1. The Flight Instructor authorising the flight shall provide the student clear instructions regarding the air-exercise to be carried out. 2. The crosswind conditions shall be considered for the solo flight and students maximum crosswind limitation specified in the student-training file shall be checked before authorising the air-exercise. 		
Key Competencies		
Collect & Analyse <input type="checkbox"/> Communicate <input type="checkbox"/> Plan & Organise <input type="checkbox"/> Work with Others <input type="checkbox"/> Mathematical Ideas <input type="checkbox"/> Solve Problems <input type="checkbox"/> Use Technology <input type="checkbox"/>		
Assessment		
Technique <input type="checkbox"/> Airmanship <input type="checkbox"/> Preparation <input type="checkbox"/>		
Comments _____ _____ _____ _____		
Date: _____ Aircraft: <u>ZK-CIT</u> Aircraft Type: <u>ZGCBC</u> Flight Time: _____ (Dual / PIC)		
Route Flown: _____		
Instructor: _____ Signature: _____		
Student's Signature: _____		

Notes: -

Prior to the issue of the Tailwheel Undercarriage endorsement the assessing flight instructor shall ensure that all elements of the training syllabus have been completed and that the student has achieved at the specified standard.

