United Flight Systems

20119 A Stuebner Airline Rd.
Spring, TX 77379-5430

FLIGHT REVIEW PURSUANT TO FAR §61.56

Special Course of Airman Training
Training Course Outline

United Flight Systems is located at David Wayne Hooks Airport (KDWH) and holds Air Agency Certificate Number IUFS650T

1. **Course Title:** Flight Review, Single or Multi-Engine Land Aircraft

2. **Prerequisites:** Applicants must have at least a current FAA Pilot Certificate.

3. **Program Curriculum:** This Training Course Outline (TCO) meets the curriculum requirements for a Flight Review contained in FAR Part 61.56. It is prepared by United Flight Systems under the provisions of Part 141.57 as a special course of airman training not prescribed in the Appendices of Part 141 but contains all the features that will achieve a level of pilot proficiency equivalent to that achieved by a training course prescribed in FAR Part 61.56.

4. **Flight Training**: This course consists of a minimum of 1 (one) hour of flight training.

5. **Ground Training:** This course consists of a minimum of 1 (one) hour of ground instruction divided into three sections.

6. **Course Objective:** The course is designed to provide the applicant with the knowledge, skill, and aeronautical experience necessary to meet the requirements for an endorsement by a flight instructor that the airman has met the requirements of FAR Part 61.56(a).

7. **Course Completion Standards:** To meet the completion standards, the applicant must demonstrate that he/she meets the knowledge, skill, and experience requirements necessary for the endorsement contained in FAR Part 61.56(a).

8. **Business Office and Operating Base:** United Flight Systems is located at the David Wayne Hooks Airport in Spring, Texas. This facility has a customer reception area, a classroom for general training, and individual rooms for instructor pre- and post-Flight Briefings and meets the requirements of FAR 141.25.

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SIGNATURE:

HOU FSDO Principal Operations Inspector

9. **Pilot Briefing Area:** Complete pre- and post- flight briefing areas are available for applicant use and meet the requirements of FAR 141.43. Access to Internet weather and a phone for flight service is available. Please see Attachment 1A.

10. **Ground Training Facilities:** The training facility meets the requirements of FAR 141.45. A diagram of the training facility is shown on Attachment 1, a list of training aids is shown on Attachment 2.

11. **Aircraft:** A list of aircraft used for this training course is shown on Attachment 3. All aircraft meet the requirements of FAR 141.39.

12. **Airports:** David Wayne Hooks Airport is the primary operating base and meets all the requirements of FAR 141.38 for day and night operations. All training flights originate at David Wayne Hooks Airport.

13. **Chief Instructor:** The Chief Instructor is listed in Attachment 4 and meets the requirements of FAR 141.35.

14. **Assistant Chief Instructor:** The Assistant Chief Instructor is listed in Attachment 4 and meets the requirements of FAR 141.36

15. **Flight Instructors:** Flight Instructors authorized to teach this course must hold at least the following ratings:

    Flight Instructor
    Airplane Single Engine, or
    Multi-Engine if a Multi-Engine Flight Review is desired

    All flight instructors meet the requirements of FAR 141.33 (a) (3).

    Additionally, all qualified flight instructors shall qualify annually under the provisions of FAR 141.79 (d) (1) and (2) along with FAR 141.81(a) and (b) for flight and ground initial and recurrent training.

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United Flight Systems
Course Syllabus
Flight Review under FAR § 61.56
FAR Part 141 Special Course of Airman Training

Preface

The purpose of the flight review required by Title 14 of the Code of Federal Regulations (14 CFR 61.56) is to provide for a regular evaluation of pilot skills and aeronautical knowledge. AC 61-98B states that the flight review is also intended to offer pilots the opportunity to design a personal currency and proficiency program in consultation with a certificated flight instructor (CFI). In effect, the flight review is the aeronautical equivalent of a regular medical checkup and ongoing health improvement program. Like a physical exam, a flight review may have certain "standard" features (e.g., review of specific regulations and maneuvers). However, just as the physician should tailor the exam and follow-up to the individual's characteristics and needs, the CFI should tailor both the flight review and any follow-up plan for training and proficiency to each pilot's skill, experience, aircraft, and personal flying goals.

To better accomplish these objectives, this syllabus, intended for use in conjunction with AC 61-98B, offers ideas for conducting an effective flight review. It also provides tools for helping that pilot develop a personalized currency, proficiency, risk management, and "aeronautical health maintenance and improvement" program. A key part of this process is the development of risk management strategies and realistic personal minimums. The instructor can think of these minimums as individual "operations specifications" that can help guide the pilot's decisions and target areas for personal proficiency flying and future training.

Ground Lesson 1: Preparation

Summary of action:
This ground lesson shall consist of three separate actions. Much of this activity can be accomplished before the pilot even meets with the instructor.

1. Review of Pilots Aeronautical History (Form #1)
2. FAR Part 91 Review Assignment (Form #2)
3. Cross-country Flight Plan Assignment (Form #3)

Discussion:

I. **Aeronautical History:** AC 61-98B states that the flight review is "an instructional service designed to assess a pilot's knowledge and skills." The regulations are even more specific: 14 CFR 61.56 states that the instructor has the discretion to determine the maneuvers and procedures necessary for the pilot to demonstrate "safe exercise of the privileges of the pilot certificate." It is thus a proficiency-based exercise, and it is up to the instructor to determine how much time and what type of instruction is required to ensure that the pilot has the necessary knowledge and skills for safe operation.

When a pilot schedules a flight review, the instructor should use the format in **Form #1** to find out not only about total time, but also about type of flying (e.g., local leisure flying, or cross-country flying for personal transportation) and recent flight experience. The instructor also needs to know if the pilot wants to combine the flight review with a new endorsement or aircraft checkout. The instructor will offer an initial estimate of how much time to plan for ground and flight training. How much time is "enough" will vary from pilot to pilot. Someone who flies the same airplane 200 hours every year may not need as much time as someone who has logged only 20 hours since the last flight review, or a pilot seeking a new endorsement in conjunction with the flight review. For pilots who have not flown at all for several years, a useful "rule of thumb" is to plan one hour of ground training and one hour of flight training for every year the pilot has been out of the cockpit. As appropriate, the instructor can also suggest time in an aircraft training device (ATD), or a session of night flying for pilots whose activities include flying (especially VFR) after dark.

In preparation for the flight review session, the instructor should give the pilot two assignments.

II. ***Review of Part 91***: The regulations (14 CFR 61.56) state that the flight review must include a review of the current general operating and flight rules set out in Part 91. The *Aeronautical Information Manual* (AIM) also contains information that pilots need to know. Have the pilot complete the Flight Review Preparation Course now available in the Aviation Learning Center at www.faasafety.gov in advance of the lesson and bring a copy of the completion certificate to the flight review. The online course allows the pilot to review material at his or her own pace and focus attention on areas of particular interest. Alternatively, provide a copy of the list in **Form #2** as a self-study guide.

III. ***Cross-Country Flight Plan Assignment:*** Many people learn to fly for personal transportation, but the cross-country flight planning skills learned for practical test purposes can become rusty if they are not used on a regular basis. Structuring the flight review as a short cross-country (i.e., 30-50 miles from the home airport) is an excellent way to refresh the pilot's flight planning skills. Ask the pilot to plan a VFR cross-country to another airport, ideally one that he or she has not previously visited. Be sure to specify that the flight plan should include consideration of runway lengths, weather, expected aircraft performance, alternatives, length of runways to be used, traffic delays, fuel requirements, terrain avoidance strategies, and NOTAM/TFR information. The GA Pilot's Guide to Preflight Weather Planning. Weather Self-Briefings. and Weather Decision-Making may be of help to the pilot in this part of the exercise. Proficiency in weight and balance calculations is critical as well. If the pilot regularly flies with passengers, consider asking for calculations based on maximum gross weight. **Form #3 should be used as a guide for the student in devising a flight plan.**

It is within the instructor's discretion to require a "manual" flight plan created with a sectional chart, plotter, and E6B. In real-world flying, however, many pilots today use online flight planning software for basic information and calculations. Appropriate use of these tools can enhance safety in several ways: they provide precise course and heading information; the convenience may encourage more consistent use of a flight plan; and automating manual calculations leaves more time to consider weather, performance, terrain, alternatives, and other aspects of the flight. Encouraging the pilot to use his or her preferred online tool will give the instructor a more realistic picture of real-world behavior, and the computer-generated plan will give the instructor an excellent opportunity to point out both the advantages and the potential pitfalls of this method.

Ground Lesson 2: Ground Review

Summary of Action:
This ground lesson may be combined with Ground Lesson 1, above. It consists of:

1. Review and discussion of the pre-assigned cross-country flight plan. (Form #3)
2. Review of FAR Part 91 regulations. (Forms #2 and #4)
3. Discussion of General Aviation security. (Form #5)

Discussion:

The regulations (14 CFR 61.56) specify only that the ground portion of the flight review must include "a review of the current general operating and flight rules of Part 91." This ground lesson offers guidance on conducting that review. It also provides guidance on additional topics that the instructor should address. These include:

Review and discussion of the pre-assigned cross-country (XC) flight plan, with special emphasis on weather and weather decision-making; risk management and individual personal minimums; and general aviation security (TFRs, aircraft security, and airport security).

> ***I Regulatory Review***. Since most GA pilots do not read rules on a regular basis, this review is an important way to refresh the pilot's knowledge of information critical to aviation safety, as well as to ensure that he or she stays up to date on changes since the last flight review or formal aviation training session. If the pilot has completed the online flight review course in advance, the instructor will want to review the results and focus primarily on those questions the pilot answered incorrectly. If the pilot has done nothing to prepare, the chart in **Form #2** is one way to guide the discussion. The instructor might also organize the rules as they relate to the pre-assigned cross-country flight plan. The important thing is to put the rules and operating procedures into a context that is relevant and meaningful to the pilot, as opposed to the sequential approach that encourages rote memorization rather than higher levels of understanding.
>
> ***II XC Flight Plan Review***: At the most basic level, the instructor is reviewing the pre-assigned flight plan for accuracy and completeness (i.e., are the calculations correct? Did the pilot show understanding of the 14 CFR 91.103 requirement to become familiar with "all" available information?) The instructor should use the Cross-Country Checklist in **Form #3** as a guide for checking the completeness of the pre-assigned plan.
>
> If the pilot used automated tools to develop the flight plan, here are some questions and issues that the instructor should teach him or her to ask about the computer-generated package:
>
> How do I know that the computer-generated information is correct? *(Not all online flight planning and flight information tools are the same. Some provide real-time updates; others may be* as *dangerous* as *an out-of-date chart.)*

Does the computer-generated information pass the "common sense" test? *(Garbage-in, garbage-out is a fundamental principle in any kind of automation. If a pilot headed for Augusta, Georgia (KAGS) mistakenly asks for KAUG, the resulting flight plan will go to Augusta, Maine instead.)*

Does this plan include all the information I am required to consider? (*Some planning tools compute only course and distance, without regard to wind, terrain, performance, and other factors in a safety-focused flight plan).*

Does this plan keep me out of trouble? *(What if the computer-proposed course takes you through high terrain in high density altitude conditions?)*

What will I do if I cannot complete the flight according to this plan? *(Weather can always interfere, but pilots should also understand that flight planning software does not always generate ATC-preferred routes for IFR flying.)*

Each of these questions is directed to a critical point that the instructor should emphasize:

Automated flight planning tools can be enormously helpful, but the pilot must *always* review the information with a critical eye, *frequently* supplement the computer's plan with additional information, and *never* simply assume that the computer-generated package "must be" okay because the machine is smarter.

Asking these kinds of questions is key to critical thinking, which is in turn the secret to good aeronautical decision-making (ADM) and risk management. There are many models for ADM, including charts that provide quantitative assessment and generate a numerical "score" that pilots can use in evaluating the level of risk. Although these tools can be useful, the instructor may want to present the "3-P" method developed by the FAA Aviation Safety Program. This model encourages the pilot to Perceive hazards, Process risk level, and Perform risk management by asking a series of questions about various aspects of the flight. **Form #4** explains this method in detail.

Since statistics show that weather is still the factor most likely to result in accidents with fatalities, the XC flight plan assignment also provides an important opportunity to discuss weather and weather decision-making. The GA Pilot's Guide to Preflight Weather Planning, Weather Self- Briefings, and Weather Decision-Making, which uses the 3-P method as a framework for weather decision-making, might be helpful in this discussion. If the pilot flies VFR at night, be sure to talk about night flying considerations, especially in overcast or "no moon" conditions.

III. GA Security: In the post-September 11 security environment, any security incident involving general aviation pilots, aircraft, and airports can prompt calls for new restrictions. The flight instructor has a special responsibility to ensure that the student knows and follows basic security procedures. These include not only respect for temporary flight restrictions (TFRs), but also for the importance of securing an aircraft against unauthorized use. Pilots should never leave the aircraft unlocked or, worse, unattended with the keys inside.

In addition, be sure that the pilot knows about the Airport Watch program, which was developed by the Transportation Security Administration (TSA) and the Aircraft Owners and Pilots Association (AOPA). Airport Watch relies upon the nation's pilots to observe and report suspicious activity. The Airport Watch Program is supported by a government-provided toll free hotline (1-866-GA-SECURE) and system for reporting and acting on information provided by general aviation pilots. A checklist of what to look for is in **Form #5**. For detailed information on GA security, see TSA's GA security website and AOPA's online GA security resources_page. For specific information on flying in security-restricted airspace, including the Washington DC metropolitan area Air Defense Identification Zone (ADIZ), direct pilots to the FAA's online ADIZ-TFR training course and to the Air Safety Foundation's online airspace training courses.

Flight Lesson 1

Summary of Action:

To operate safely in the modern flight environment, the pilot needs solid skills in three distinct, but interrelated, areas. These include:

1. Physical Airplane Skills (i.e., basic stick and rudder proficiency);
2. Mental Airplane Skills (i.e., knowledge and proficiency in aircraft systems), and
3. Aeronautical Decision-Making (ADM) skills.

Discussion:

Flight reviews consist almost exclusively of air work followed by multiple takeoffs and landings. These maneuvers can give the instructor a very good snapshot of the pilot's "physical airplane" skills. They are also good for the pilot, who gets a safe opportunity to practice proficiency maneuvers that he or she may not have performed since the last flight review. Air work alone, however, will tell the instructor little about the pilot's "mental airplane" knowledge of avionics and other aircraft systems, and even less about the pilot's ability to make safe and appropriate decisions in real-world flying (ADM). Therefore, the instructor needs to structure the exercise to give the pilot a clear picture of the pilot's skills with respect to each area.

Having the pilot fly the cross-country trip the instructor assigned and discussed on the ground is a good way to achieve this goal. One leg will involve flying from departure to destination, during which the instructor ensures that the pilot encounters scenarios that let the instructor evaluate the pilot's systems knowledge ("mental airplane") and decision-making skills, including risk management. The other leg (which can come first, depending on how the instructor chooses to organize the exercise) will focus more on air work, which allows the instructor to evaluate "physical airplane" skills.

Be sure to include a ***diversion***. Remember the computer-generated flight plan discussed during the ground review portion? While the instructor and pilot are en route to the planned destination, give the pilot a scenario that requires an immediate diversion (e.g., mechanical problem, unexpected weather). Ask the pilot to choose an alternate destination and, using all available and appropriate resources (e.g., chart, basic rules of thumb, "nearest" and "direct to" functions on the GPS) to calculate the approximate course, heading, distance, and time needed to reach the new destination. Proceed to that point and, if at all feasible, do some of the "physical airplane" pattern work at the unexpected alternate.

The diversion exercise has several benefits. First, it generates "teachable moments," which are defined as those times when the pilot is most aware of the need for certain information or skills, and therefore most receptive to learning what the instructor wants to teach. Diverting to an airport surrounded by high terrain, for example, provides a "teachable moment" on the importance of obstacle awareness and terrain avoidance planning. Second, the diversion exercise quickly and efficiently reveals the pilot's level of skill in each of the three areas:

"Physical Airplane" Skills: Does the pilot maintain control of the aircraft when faced with a major distraction? For a satisfactory flight review, the pilot should be able to perform all maneuvers in accordance with the Practical Test Standards (PTS) for the pilot certificate that he or she holds.

"Mental Airplane" Skills: Does the pilot demonstrate knowledge and proficiency in using avionics, aircraft systems, and "bring- your-own-panel" handheld devices? Since many GA pilots use handheld GPS navigators, the instructor will want to see whether the pilot can safely and appropriately operate the devices that will be used when the instructor is not on board to monitor and serve as the ultimate safety net. Appropriate and proficient use of the autopilot is another "mental airplane" skill to evaluate in this exercise.

Aeronautical Decision-Making (ADM) Skills: Give the pilot multiple opportunities to make decisions. Asking questions about those decisions is an excellent way to get the information the instructor needs to evaluate ADM skills, including risk management. For example, ask the pilot to explain why the alternate airport selected for the diversion exercise is a safe and appropriate choice. What are the possible hazards, and what can the pilot do to mitigate them? Be alert to the pilot's information and automation management skills as well. For example, does the pilot perform regular "common sense cross-checks" of what the GPS and/or the autopilot are doing?

Ground Lesson 3: Post flight Debriefing and Improvement Plan

Summary of Action:

1. Replay, reflect, reconstruct and redirect.
2. Proficiency/improvement plans (if desired) (Forms #6, #7, #8 and #9)

Discussion:

Most instructors have experienced the traditional "sage on the stage" model of training, in which the teacher does all the talking and hands out grades with little or no student input. There is a place for this kind of debriefing; however, a collaborative critique is one of the most effective ways to determine that the pilot has not only the physical and mental airplane skills, but also the self-awareness and judgment needed for sound aeronautical decision-making. Here is one way to structure a collaborative post-flight critique:

Replay: Rather than starting the post flight briefing with a laundry list of areas for improvement, ask the pilot to verbally *replay* the flight. Listen for areas where perceptions are different, and explore why they don't match. This approach gives the pilot a chance to validate his or her own perceptions, and it gives the instructor critical insight into his or her judgment abilities.

Reconstruct: The reconstruct stage encourages the pilot to learn by identifying the "would'a could'a should'a" elements of the flight - that is, the key things that he or she *would have, could have,* or *should have* done differently.

Reflect: Insights come from investing perceptions and experiences with meaning, which in turn requires reflection on these events. For example:

What was the most important thing you learned today?

- What part of the session was easiest for you? What part was hardest?
- Did anything make you uncomfortable? If so, when did it occur?
- How would you assess your performance and your decisions?
- Did you perform in accordance with the Practical Test Standards?

Redirect: The final step is to help the pilot relate lessons learned in this flight to other experiences, and consider how they might help in future flights. Questions:

- How does this experience relate to previous flights?
- What might you do to mitigate a similar risk in a future flight?
- Which aspects of this experience might apply to future flights, and how?
- What personal minimums should you establish, and what additional proficiency flying and training might be useful?

"Aeronautical Health" Maintenance & Improvement: If the pilot did not perform well enough for the instructor to endorse him or her for satisfactory completion of the flight review, use the PTS as the objective standard to discuss areas needing improvement, as well as areas where the pilot performed well. Offer a practical course of action - ground training, flight training, or both - to help him or her get back up to standards. If possible, offer to schedule the next session before the pilot leaves the airport.

If the pilot's performance on both ground and flight portions was satisfactory, the instructor can complete the flight review simply by endorsing the pilot's logbook. However, offer the pilot an opportunity to develop a personalized aeronautical health maintenance and improvement plan. Such a plan should include consideration of the following elements:

Personal Minimums Checklist: One of the most important concepts to convey in the flight review is that safe pilots understand the difference between what is "legal" in terms of the regulations, and what is "smart" in terms of pilot experience and proficiency. For this reason, assistance in completing a **Personal Minimums Checklist tailored to the pilot's individual circumstances is perhaps** the single most important "takeaway" item the instructor can offer. Use the Personal Minimums Development Worksheets in **Form #6** to help the pilot work through some of the questions that should be considered in establishing "hard" personal minimums, as well as in preflight and in-flight decision-making.

Personal Proficiency Practice Plan: Flying just for fun is one of the most wonderful benefits of being a pilot, but many pilots would appreciate the instructor's help in developing a plan for maintaining and improving basic aeronautical skills. The instructor might use the suggested flight profile in **Form #7** as a guide for developing a regular practice plan.

Training Plan: Discuss and schedule any additional training the pilot may need to achieve individual flying goals. For example, the pilot's goal might be to develop the competence and confidence needed to fly at night, or to lower personal minimums in one or more areas. Another goal might be completion of another phase in the FAA's Pilot Proficiency ("Wings") Program, or obtaining a complex, high performance, or tailwheel endorsement. Use the form in **Form #8** to document the pilot's aeronautical goals and develop a specific training plan to help him or her achieve them. Refer the pilot to **Form #9** for further references to timely flight review topics outlined in this training syllabus.

APPENDIX

Selected portions of 14 CFR § 61.56:

(a) A flight review consists of a minimum of 1 hour of flight training and 1 hour of ground training. The review ***must*** include:

(1) A review of the current general operating and flight rules of part 91 of this chapter; and
(2) A review of those maneuvers and procedures that, at the discretion of the person giving the review, are necessary for the pilot to demonstrate the safe exercise of the privileges of the pilot certificate.

(c) Except as provided in paragraphs (d), (e), and (g) of this section, no person may act as pilot in command of an aircraft unless, since the beginning of the 24th calendar month before the month in which that pilot acts as pilot in command, that person has—

(1) Accomplished a flight review given in an aircraft for which that pilot is rated by an authorized instructor and
(2) A logbook endorsed from an authorized instructor who gave the review certifying that the person has satisfactorily completed the review.

(d) A person who has, within the period specified in paragraph (c) of this section, passed a pilot proficiency check conducted by an examiner, an approved pilot check airman, or a U.S. Armed Force, for a pilot certificate, rating, or operating privilege need not accomplish the flight review required by this section.

(e) A person who has, within the period specified in paragraph (c) of this section, satisfactorily accomplished one or more phases of an FAA-sponsored pilot proficiency award program need not accomplish the flight review required by this section.

AC—61-65E
Completion of a flight review: § 61.56(a) and (c)
I certify that (First name, MI, Last name), (pilot certificate), (certificate number), has satisfactorily completed a flight review of § 61.56(a) on (date).
S/S [date] J. J. Jones 987654321CFI Exp. 12-31-2013

NOTE: No logbook entry reflecting unsatisfactory performance on a flight review is required.

Appendices

Form 1	Pilot's Aeronautical History
Form 2	Regulatory Review Guide
Form 3	Pilot's Cross-Country Checklist
Form 4	3-P Risk Management Process
Form 5	GA Security Checklist
Form 6	Personal Minimums Worksheet
Form 7	Personal Proficiency Practice Plan
Form 8	Personal Training Plan
Form 9	References

FORM #1 PILOT'S FLIGHT HISTORY & COMPLETION

Pilot's Name: _____ CFI: _____

Address: _____

Phone (s): _____ UFS Billing Code: _____

Type of Pilot Certificate(s) held:

Private _____ Commercial _____ CFI _____

Rating(s):

Instrument _____ Multi-engine _____

Experience (Pilot):

Total Time _____ Last 6 months _____ Avg hours/month _____
Time logged since last flight review _____ Since last IPC _____
Date of Last Flight Review _____

Experience (Aircraft):

Aircraft types you fly: _____
Aircraft used most often: _____
For this aircraft:
Total Time: _____ Last 6 months _____ Avg. hours/month _____
Flying Percentage: Pleasure _____ Business _____ Local _____ XC _____

Experience (Flight environment):
*In the last **twelve months** approximately how many hours have you logged in:*

Day VFR _____ Day IFR _____ IMC _____
Night VFR _____ Night IFR _____ ATD (like the Redbird) _____
Mountainous terrain _____ Overwater flying _____
Airport with control tower _____ Airport without control tower _____
Number of instrument approaches (of ANY kind, simulated or real) _____

Personal Skills Assessment:

What are your strengths as a pilot ? _____
What do you most want to practice/improve? _____
What are your aviation goals? _____

STAGE I COMPLETION

Ground Lessons 1, 2 and 3 completed on_____ (date) by_____(signature)

Flight Lesson 1 completed satisfactory on _____ (date) by _____ (signature)

CFI# _____ expires _____

FORM #2 REGULATORY REVIEW GUIDE

PILOT

EXPERIENCE

- Recent flight experience (61.57)

RESPONSIBILITY

- Authority (91.3)
- ATC Instructions (91.123)
- Preflight action (91.103)
- Safety belts (91.107)
- Flight crew at station (i.e. seatbelts) (91.105)

CAUTIONS

- Careless or reckless operation (91.9)
- Dropping objects (91.15)
- Alcohol or drugs (91.17)
- Supplemental oxygen (91.211)
- Fitness for flight (AIM Chapter 8, Section 1)

AIRCRAFT

AIRWORTHINESS

- Basic (91.7)
- Flight manual, markings, placards (91.13)
- Instrument and equipment requirements (91.205)
  - ELT (91.207)
  - Position lights (91.209)
  - Transponder requirements (91.215)
  - Inoperative equipment and instruments (91.213)

MAINTENANCE

- Responsibility (91.403)
- Required Maintenance (91.405)
- Maintenance Records (91.417)
- Operation after maintenance (91.407)

INSPECTIONS

- Annual, Airworthiness Directives, 100-hour (91.409)
- Altimeter & Pitot Static systems (91.411)
- VOR check (91.171)
- Transponder (91.413)
- ELT (91.207)

ENVIRONMENT

AIRPORTS

Markings (AIM Chapter 2, Section 3)

Operations (AIM 4-3; 91.125 and 91.126)

Traffic Patterns (91.126)

AIRSPACE

Altimeter settings (91.121 and AIM 7-2)

Minimum safe altitudes (91.119, 91.177)

Cruising altitudes (91.159, 91.179 and AIM 3-1-5)

Speed Limits (91.117)

Right of Way (91.113)

Formation flights (91.111)

Types of airspace (AIM Chapter 3)

- Controlled Airspace (AIM 3-2; 91.135, 91.131, 91.130, 91.129)
- Class G Airspace (AIM 3-3)
- Special Use Airspace (AIM 3-4; 91.133, 91.137, 91.141, 91.143, 91.145)

Emergency Air Traffic Rules (91.139; AIM 5-6)

AIR TRAFFIC CONTROL & PROCEDURES

Services (AIM 4-1)

Radio Communications (AIM 4-2)

Clearances (AIM 4-4)

Procedures (Aim Chapter 5)

WEATHER

Meteorology (AIM 7-1)

Wake Turbulence (AIM 7-3)

EXTERNAL PRESSURES

PERSONAL MINIMUMS CHECKLIST

RISK MANAGEMENT PROFILE (3-P MODEL)

PTS SPECIAL EMPHASIS ITEMS

FORM #3 PILOT'S CROSS-COUNTRY CHECKLIST

PILOT

- REVIEW PERSONAL MINIMUM CHECKLIST
  - Recency (time/practice in last 30 days)
  - Currency (takeoffs & landings, IFR currency if applicable)
  - Familiarity with terrain and airspace
  - Health & well-being

AIRCRAFT

- OVERALL MECHANICAL CONDITION
- AVIONICS & SYSTEMS
- PERFORMANCE CALCULATIONS (Weight & Balance\Fuel Requirements)
- OTHER EQUIPMENT

ENVIRONMENT

- WEATHER
  - Reports & Forecasts – Departure, En route, Destination
- NIGHT
  - Flashlight available
  - Terrain Avoidance Plan
- AIRSPACE
  - TFR and other restrictions
  - COM/NAV equipment requirements
  - Cruising Altitudes
- TERRAIN
  - VFR and IFR charts with MSA/MEA altitudes
  - AOPA/ASF Terrain Avoidance Planning
- AIRPORTS
  - COM/NAV frequencies
  - Runway Lengths
  - Services Available

EXTERNAL PRESSURES

- FAMILY and/or PASSENGER EXPECTATIONS
- WEATHER WORRIES
- PREPARED FOR DIVERSION (MONEY/ACCOMMODATIONS)?
- TIME PRESSURES (E.G., "MUST BE AT WORK" ISSUES)?

FORM #4 3-P Risk Management Process

Good aeronautical decision-making includes risk management, a process that systematically identifies hazards, assesses the degree of risk, and determines the best course of action. There are many models for risk management, including charts that generate a numerical "score." Although these tools can be useful, numbers-based tools suggest a level of precision that may be misleading.

An alternative method is the Perceive – Process – Perform risk management and aeronautical decision-making model developed by the FAA Aviation Safety Program. There are three basic steps in this model:

PERCEIVE hazards
PROCESS to evaluate level of risk
PERFORM risk management

PERCEIVE: The goal is to identify hazards, which are events, objects, or circumstances that could contribute to an undesired event. You need to consider hazards associated with:

Pilot
Aircraft
en**V**ironment
External Pressures.

PROCESS: Ask questions to determine what can hurt you. In short, why do you have to **CARE** about these hazards?

What are the **C**onsequences?
What are the **A**lternatives available to me?
What is the **R**eality of the situation facing me?
What kind of **E**xternal pressures may affect my thinking?

PERFORM: Change the situation in your favor. Your objective is to make sure the hazard does not hurt **ME** or my loved ones, so work to either

Mitigate the risk involved, or
Eliminate the risk involved.

FORM #5 General Aviation Security

The Transportation and Security Administration (TSA) has partnered with the Aircraft Owners and Pilots Association (AOPA) to develop a nationwide Airport Watch Program that uses the more than 650,000 pilots as eyes and ears for observing and reporting suspicious activity. This partnership helps general aviation keep our airports secure without needless and expensive security requirements. AOPA Airport Watch is supported by a centralized government-provided toll free hotline (1-866-GA-SECURE) and system for reporting and acting on information provided by general aviation pilots. The Airport Watch Program includes warning signs for airports, informational literature, and training videotape to educate pilots and airport employees as to how security of their airports and aircraft can be enhanced.

***Here's what to look** for:*

- Pilots who appear under the control of someone else.
- Anyone trying to access an aircraft through force - without keys, using a crowbar or screwdriver.
- Anyone who seems unfamiliar with aviation procedures trying to check out an airplane.
- Anyone who misuses aviation lingo - or seems too eager to use all the lingo
- People or groups who seem determined to keep to themselves.
- Any members of your airport neighborhood who work to avoid contact with you or other airport tenants.
- Anyone who appears to be just loitering, with no specific reason for being there.
- Any out-of-the-ordinary videotaping of aircraft or hangars.
- Aircraft with unusual or obviously unauthorized modifications.
- Dangerous cargo or loads - explosives, chemicals, openly displayed weapons - being loaded into an airplane.
- Anything that strikes you as wrong - listen to your gut instinct, and then follow through.
- Pay special attention to height, weight, and the individual's clothing. or other identifiable traits.

Use *common* sense. *Not all these items indicate terrorist activity.*
When in doubt, check it out!
Check with airport staff or call the National Response Center

1-866-GA-SECURE!

Baseline Personal Minimums

Weather Condition		VFR	MVFR	IFR	LIFR
Ceiling					
	Day				
	Night				
Visibility					
	Day				
	Night				

Turbulence		SE	ME	Make/Model
	Surface Wind Speed			
	Surface Wind Gust			
	Crosswind Component			

Performance		SE	ME	Make/Model
	Shortest runway			
	Highest terrain			
	Highest density altitude			

	If you are facing:	Adjust baseline personal minimums to:	
Pilot	Illness, medication, stress, or fatigue; lack of currency (e.g., haven't flown for several weeks)	Add	At least 500 feet to ceiling
			At least ½ mile to visibility
Aircraft	An unfamiliar airplane, or an aircraft with unfamiliar avionics/ equipment:		At least 500 ft to runway length
enVironment	Airports and airspace with different terrain or unfamiliar characteristics	Subtract	At least 5 knots from winds
External Pressures	"Must meet" deadlines, passenger pressures; etc.		

Federal Aviation Administration

Getting the Maximum from Personal Minimums

Step 1 – Review Weather Minimums

Step 2 – Assess Your Experience and Personal Comfort Level

Step 3 – Consider Other Conditions

Step 4 – Assemble and Evaluate

Step 5 – Adjust for Specific Conditions

Step 6 – Stick to the Plan!

Category	Ceiling		Visibility
VFR	greater than 3,000 feet AGL	and	greater than 5 miles
Marginal VFR	1,000 to 3,000 feet AGL	and/or	3 to 5 miles
IFR	500 to below 1,000 feet AGL	and/or	1 mile to less than 3 miles
LIFR	below 500 feet AGL	and/or	less than 1 mile

Think of personal minimums as the human factors equivalent of reserve fuel. Personal minimums should be set so as to provide a solid safety buffer between the skills required for the specific flight you want to make, and the skills available to you through training, experience, currency, and proficiency.

Review and record your certification, training, and recent experience history on the chart below.

CERTIFICATION LEVEL	
Certificate level (e.g., private, commercial, ATP)	
Ratings (e.g., instrument, multiengine)	
Endorsements (e.g., complex, high performance, high altitude)	
TRAINING SUMMARY	
Flight review (e.g., certificate, rating, Wings)	
Instrument Proficiency Check	
Time since checkout in airplane 1	
Time since checkout in airplane 2	
Time since checkout in airplane 3	
Variation in equipment (e.g., GPS navigators, autopilot)	
EXPERIENCE	
Total flying time	
Years of flying experience	
RECENT EXPERIENCE (last 12 months)	
Hours	
Hours in this airplane (or identical model)	
Landings	
Night hours	
Night landings	
Hours flown in high density altitude	
Hours flown in mountainous terrain	
Crosswind landings	
IFR hours	
IMC hours (actual conditions)	
Approaches (actual or simulated)	

Summarize values for weather experience and "comfort level" in the chart below, and enter values for turbulence & performance.

Experience & "Comfort Level" Assessment Combined VFR & IFR					
Weather Condition		VFR	MVFR	IFR	LIFR
Ceiling					
	Day				
	Night				
Visibility					
	Day				
	Night				

Experience & "Comfort Level" Assessment Wind & Turbulence				
		SE	ME	Make/ Model
Turbulence				
	Surface wind speed			
	Surface wind gusts			
	Crosswind component			

Experience & "Comfort Level" Assessment Performance Factors				
		SE	ME	Make/ Model
Performance				
	Shortest runway			
	Highest terrain			
	Highest density altitude			

FORM #7 Personal Proficiency Plan

Pilot's Name: _____ CFI: _____

Date: _____ Review Date: _____

VFR Flight Profile - Every 4-6 Weeks:

Preflight (include 3-P Risk Management Process)

Normal taxi, takeoff, departure to practice area.

CHAPS (before each maneuver):

- **C**lear the area
- **H**eading established & noted
- **A**ltitude established (at least 3,000 AGL)
- **P**osition near a suitable emergency landing area
- **S**et power and aircraft configuration

Steep turns (both directions), maintaining altitude within 100' and airspeed within 10 knots.

Power-off stalls (approach to landing) & recovery.

Power-on stalls (takeoff/departure) & recovery.

Ground reference maneuvers.

Pattern practice:

- Normal landing (full flaps)
- Short-field takeoff and landing over a 50' obstacle
- Soft-field takeoff and landing

Secure the aircraft.

Review your performance.

Schedule next proficiency flight.

FORM #8 Personal Aeronautical Goals

Pilot's Name: _____ CFI: _____

Date: _____ Review Date:_____

Training Goals

_____ Certificate Level (Private, Commercial, ATP)
_____ Ratings (Instrument, AMEL, ASES, AMES, etc)
_____ Endorsements (high performance, complex, tailwheel, high altitude)
_____ Phase in Pilot Proficiency (Wings) Program
_____ Instructor Qualifications (CFI, CFI-I, MEI, AGI, IGI)
Other:

_____

_____

Proficiency Goals

Lower personal minimums to:

_____Ceiling
_____Visibility
_____Winds
_____Precision Approach Minimums
_____Non-Precision Approach Minimums

Fly at least:

_____Times per month
_____Hours per month
_____Hours per year
_____XC flights per year
_____Night hours per month

Make a XC trip to: _____

Other:

Aeronautical Training Plan :

Resources

Currency and Additional Qualification Requirements for Certificated Pilots
(AC 61-98B)

GA Pilot's Guide to Preflight Weather Planning. Weather Self-Briefings. and Weather Decision-Making
www.faa.gov/pilots/safety/media/ga weather decision making.pdf

Night Flying
www.aopa.org/asf/safetytopics.html#night

Online Resources for CFIs
www.faasafety.gov

Risk Management and System Safety Modules
http://www.faa.gov/training testing/training/fits/training/flight instructor/

Risk Management Teaching Tips
www.faa.govllibrary/manuals/pilot risk

Security for GA
http://www.tsa.gov/what we *do/ga/editorial* 1214.shtm

Security for GA (AOPA Airport Watch)
http://www.aopa.org/airportwatch/

Teaching Practical Risk Management
www. faa.govllibrary/aviation news/2005/media/MayJune2005Issue.pdf,

Tools for CFIs (AOPA)

http://flighttraining.aopa.org/cfi tools/