EASA
European Union Aviation Safety Agency

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Flight Examiner Manual

Module 1 - General

Contents

List of acronyms

ACH	Asymmetric Committal Altitude/Height
AoA	Angle of Attack
AoC	Assessment of Competence
AOC	Air Operator Certificate
AOM	Aerodrome Operating Minima
ASI	Air Speed Indicator
CAT	Commercial Air Transport
EBT	Evidence Based Training
ETA	Estimated Time of Arrival
FNCM	Fly-Navigate-Communicate-Manage
ID	Identification Document
KSA	Knowledge, Skill and Attitude
ME	Multi-Engine
MEL	Minimum Equipment List
MPO	Multi-Pilot Operation
MS	Member State
MTOM	Maximum Take-Off Mass
NAA	National Aviation Authority
NCC	NON-COMMERCIAL COMPLEX OPERATIONS
NCO	NON-COMMERCIAL OTHER THAN COMPLEX OPERATIONS
OPC	Operator Proficiency Check
PC	Proficiency Check
PPAA	Power-Performance-Analysis-Action
SOP	Standard Operating Procedure
SPO	Single-Pilot Operation
TEM	Threat and Error Management

Glossary of terms

Candidate	means the person being tested or checked by the Examiner. This person may be a pilot for whom the test or check would be required, or the inspector of the competent authority who is conducting the examiner certification acceptance test.
Conversion report	means a report on the basis of which a licence may be converted into a Part-FCL licence.
Credit	means the recognition of prior experience or qualifications.
Credit report	means a report on the basis of which prior experience or qualifications may be recognised.
Examiner	means the person certified to conduct a skill test, proficiency check or an assessment of competence.
Examiner applicant	means the person seeking certification as an Examiner.
Flight manual or other appropriate document	means aeroplane flight manual, rotorcraft flight manual, pilot operating manual, operation manuals, navigation charts or any other document required to ensure safety of flight.
FSTD qualification	means the level of technical ability of an FSTD as defined in the compliance document.
FSTD user	means the organisation or person requesting training, checking or testing through the use of an FSTD.
Inspector	means the inspector of the competent authority conducting the examiner assessment of competence.
Operator (policy)	means the person or organisation responsible for the management of the aircraft and their applicable operating procedures. This information may be included in the AFM, pilot operating manuals, and company operations manuals as applicable.
Senior Examiner	A senior examiner is an examiner specifically tasked by the competent authority to observe skill tests or proficiency checks for the revalidation of examiner certificates.
Airmanship	The consistent use of good judgement and well-developed knowledge, skills and attitudes to accomplish flight objectives.
Competency	A combination of skills, knowledge and attitudes required to perform a task to the prescribed standard.
Test	For brevity in this manual where the term Test is used, this applies to a Skill test or Proficiency Check or Assessment of Competence where applicable to the Licence, Rating or Certificate being sought by the Candidate.

1.0 Introduction

1.1 ICAO - Adoption of International Standards and Recommended Practices (ICAO SARPS)

According to the International Civil Aviation Organisation (ICAO), for as long as air travel depends on qualified pilots or other air and ground personnel, their competence, skills and training will remain the essential guarantee of efficient and safe operations. Adequate personnel training and licensing also instil confidence among States, leading to international recognition and acceptance of personnel qualifications and licences and greater trust in aviation on the part of the traveller [I].

Article 37 of the Chicago Convention sets out an undertaking by all contracting States to secure the highest practicable degree of uniformity in regulations, standards, procedures, and organisation in relation to aircraft, personnel, airways and auxiliary services in all matters in which uniformity will facilitate and improve air navigation [II].

ICAO Annex 1[III] contains Standards and Recommended Practices adopted by the International Civil Aviation Organization as the minimum standards for personnel licensing. Compliance with these ICAO standards requires that, a Candidate shall, before being issued with any pilot licence or rating, meet such requirements in respect of age, knowledge, experience, flight instruction, skill and medical fitness, as are specified for the applicable licence or rating. Also, that, an applicant for any pilot licence or rating shall demonstrate, in a manner determined by the Licensing Authority, such requirements for knowledge and skill as are specified for that licence or rating.

1.2 EASA – The European Aviation Safety Agency

EASA administers the European Union's strategy for aviation safety. Its stated mission is to promote the highest common standards of safety and environmental protection in civil aviation. The Agency develops common safety and environmental rules at the European level. It monitors the implementation of standards through inspections in the Member States and provides the necessary technical expertise, training and research. The Agency works hand in hand with the national authorities which continue to carry out many operational tasks, such as certification of individual aircraft or licensing of pilots.

While it is generally the case that individual contracting ICAO member States worldwide are responsible for promulgating laws and regulations and for articulating rules (specific operating regulations) and procedures for the adoption of ICAO SARPs, in Europe we have adopted a shared approach to aviation regulation by implementing common rules in the field of civil aviation. These rules are given effect under a European Commission regulation generally referred to as the "Basic Regulation" [IV]. The Basic Regulation lays down a suite of implementing rules, administered by EASA and enforceable in each European Member State.

I Manual of Procedures for Establishment and Management of a State's Personnel Licensing System - Doc 9739

II Convention on International Civil Aviation ICAO - Doc 7300/9

III Annex 1 to the Convention on International Civil Aviation - Personnel Licensing

IV REGULATION (EU) 2018/1139 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 4 July 2018 on common rules in the field of civil aviation

1.3 Aircrew Regulation - The European Aircrew Regulation

The Basic Regulation's implementing rules include an Aircrew Regulation[V] which gives legal effect to ICAO Annex 1 pilot licence standards in Europe. Among other things, the European Aircrew Regulation lays down the requirements for different ratings for pilots' licences and the conditions for issuing, maintaining, amending, limiting, suspending or revoking licences. Also, the privileges and responsibilities of the holders of licences, and the certification of persons responsible for providing flight training or flight simulation training and for testing pilots' skills (Examiners).

V COMMISSION REGULATION (EU) No 1178/2011of 3 November 2011 laying down technical requirements and administrative procedures related to civil aviation aircrew

2.0 FEM – Flight Examiner Manual

The requirements for pilot Examiners in the European flight crew licencing system are set out in sub-part K (Part FCL.1000) of the Aircrew Regulation. This subpart deals with the common requirements for all Examiners and the specific prerequisites, experience and standardisation requirements for each category of Examiner. The Aircrew Regulation also contains the Acceptable Means of Compliance (AMC) and Guidance Material (GM) for the initial standardisation of Examiners and the revalidation and renewal of Examiner certificates. The AMC material also contains a general guide to the content of a test.

This Flight Examiner Manual (FEM) is not intended to be legally binding and is designed as a companion document to the Examiner standardisation requirements and guidance already set out in the Aircrew Regulation. In addition to the regulatory contents of the Aircrew Regulation, the purpose of this FEM is to give standardisation and best practice guidance to Examiners for the conduct of tests.

Each competent authority may provide supplementary guidance and instructions specific to its territory. This information can be found in the Examiner Differences Document (EDD) and the content of this document should be covered in detail during Examiner standardisation and refresher courses. The EDD should be referenced by Examiners routinely when conducting tests on candidates for which the competent authority is not the same that issued the Examiner's certificate.

3.0 FEM STRUCTURE & USE

The FEM contains the following modules:

Module 1: Common requirements for all examiner categories.

Module 2: Test standards: Aeroplanes for
2.1 - LAPL(A),
2.2 - PPL(A),
2.3 - CPL(A),
2.4 - ATPL(A),
2.5 - MPL(A),
2.6 - IR(A)

Module 3: Test standards: Helicopters for
3.1 - LAPL(H),
3.2 - PPL(H),
3.4 - CPL(H),
3.5 - ATPL(H),
3.6 - IR(H)

Module 4: Test standards: Class ratings for SPA/TMG (excluding SPHPCA)
4.1 – TBA
4.2 - SEA

Module 5: Test standards: Type ratings for
5.1 - MPA,
5.2 - SPHPCA (to be published in the next revision)
5.3 - MPH

Module 6: Test standards: Mountain rating

Module 7: Instructor Certificate — Assessment of Competence for
7.1 – TRI/SFI (A),
7.2 – TRI/SFI (H)
7.3 – TRI/SFI (PL)
7.4 – FI/CRI/IRI (A)
7.4 – FI/IRI (H)
7.5 – FI (S)
7.6 – FI (B)

Module 8: Test Standards for Examiner Assessment of Competence

Module 9: Test standards: Senior examiners standardisation and assessments of competence for senior examiners (RESERVED)

Module 10: Sailplane & Balloon TBC (Reserved)

All Examiners should be familiar with the FEM Module 1 (Common Requirements) and additionally the module(s) specific to their Examiner privileges.

Each module contains two guidance tables for the Examiner for use when conducting a test.

The table in subpart 6 contains expanded guidance and additional explanations of each skill test item for the applicable Part-FCL test.

The table in subpart 8 contains the relevant competences to be demonstrated, presented in terms of Knowledge, Skill, and Attitude.

KNOWLEDGE	This cell describes the desirable knowledge of the Candidate when applying the skills and attitudes necessary to comply with rules, principles and to solve problems. Knowledge is specific information required to enable a learner to develop and apply the skills and attitudes to recall facts, identify concepts, apply rules or principles, solve problems, and think creatively in the context of work[VI].
SKILL	This cell describes the desirable skill required by a Candidates to perform the test item. Skill is the ability to perform an activity or action. It may be divided into three skill types: motor, cognitive and metacognitive skills.
ATTITUDE	This cell describes the attitude required by a Candidates to perform the test item Attitude is a persistent internal mental state or dispositionthat influences an individual's choice of personal action toward some object, person or event and that can be learned. Attitudes have affective components, cognitive aspects and behavioural consequences. To demonstrate the "right" attitude, and a learner needs to "know how to be" in a given context.
Note: The intention of this table is to provide typical, tangible assessment elements in order to evaluate the satisfactory performance of a task during a test.	

These tables are provided as guidance to assist the Examiner when assessing the requirements and the competencies required for satisfactory performance of each test item, appropriate to the licence, rating or certificate being sought. The Examiner is expected to use sound judgement when considering the overall competency of the candidate.

VI ICAO PNS TRG Doc 9868

4.0 Examiner requirements & privileges

Examiners are the main evaluators of entry standards for the aviation system. As such, they should set the example for their respective professions. They must have a thorough knowledge of the licensing system, high personal integrity and portray a professional and prepared approach to the conduct of any test.

This is attested by a certificate, which authorises the Examiner to conduct skill tests, proficiency checks and assessments of competence. Therefore, when conducting a skill test or proficiency check, Examiners are not acting on a delegation from their licencing authority but exercising the privileges that are given to them by the certificate they hold[VII].

Additionally, to comply with the Basic Regulation, holders of an Examiner certificate shall:

(1) hold, unless otherwise determined in the Aircrew Regulation, an equivalent licence, rating or certificate to the ones for which they are authorised to conduct skill tests, proficiency checks or assessments of competence and the privilege to instruct for them;

(2) be qualified to act as PIC in the aircraft during a skill test, proficiency check or assessment of competence if conducted on the aircraft.

4.1 Limitations of Privileges in Case of Vested Interests

ICAO requires that "States shall ensure that personnel performing safety oversight functions are provided with guidance that addresses ethics, personal conduct and the avoidance of actual or perceived conflicts of interest in the performance of official duties" [VIII].

In this respect, the Aircrew Regulation requires that Examiners shall not conduct:

(a) skill tests or assessments of competence of candidates for the issue of a licence, rating or certificate to whom they have provided more than 25 % of the required flight instruction for the licence, rating or certificate for which the skill test or assessment of competence is being taken; and

(b) skill tests, proficiency checks or assessments of competence whenever they feel that their objectivity may be affected

The Aircrew Regulation gives guidance of situations where the Examiner should consider if their objectivity is affected. The examples given are when the Candidate is a relative or a friend of the Examiner, or when they are linked by economic interests or political affiliations, etc.

It is not possible to set out every situation where an Examiner may feel their objectivity may be compromised. In reality, Examiners conducting tests are often very specialised on an aircraft class or type and may be working in a specific environment where it is not practical to find another available qualified Examiner, for example:

- Type Rating Examiners operating/rostered in an airline environment; or,
- Type/Class rating Examiners qualified on certain high-performance aeroplane types, or multi/single engine aeroplane classes or;

VII Evaluation report on the implementation of Aircrew Regulation (Regulation (EU) No 1178/2011), Part-FCL, Subpart K Examiners

VIII Conflicts of Interest in Civil Aviation Consolidation of ICAO Provisions July 2019

- Type Rating Examiners for different helicopter types;
- Examiners who are instructors in the same ATO or DTO or members of the same flying club as the test candidate;
- Examiners for rare aircraft types/classes, balloons, airships etc... or Examiners in remote places where no other Examiner exit.

Examiners are independent arbiters, individually responsible for the licence decisions they make. This means that the unique common factor in all tests, regardless of the environment, is the direct relationship between the Examiner and the Candidate for a licence or rating.

In all cases, when conducting a test or check, the Examiner's primary responsibility is to act professionally, in the best interest of aviation safety, regardless of the nature of the relationship with the test Candidate(s). In this respect, Examiners should only conduct tests where they are satisfied that their independence is not in doubt and when they are free of conflict of interest. It is the Examiner's responsibility when making an assessment to make sure that the test can be performed without having doubts about the impartiality of the result.

4.2 Threat and Error Management (TEM)

In addition to the skills and knowledge required for a particular grade of pilot licence, it is equally important that the Examiner pays attention to the 'soft skills' required to make good decisions while piloting an aircraft.

All flight and ground instruction for EASA licences include the principles of Threat and Error Management (TEM). The Aircrew regulation gives clear guidance on the principles of Threat and Error management for the Multi-Pilot Licence (MPL); however, the regulation does not go into detail for other licences. Examiners conducting skill tests for the first issue of a licence should check that the Candidate clearly understands and is familiar with these principles at the level appropriate for the grade of licence sought.

Regardless of the grade of licence being examined, all Examiners should be familiar with the principles of Threat and Error Management (TEM) and be able to discuss the TEM framework with ATO/DTO instructors as well as test candidates.

The Aircrew Regulation sets out one model that explains the principles of Threat and Error management, simply referred to as the "the TEM model".

According to this model, three basic components of TEM from the perspective of flight crews are:

- Threats,
- Errors, and,
- Undesired Aircraft States.

This model proposes that threats and errors are part of everyday aviation operations that must be managed by flight crews, since both threats and errors carry the potential to generate undesired aircraft states.

More information on TEM is available in the Aircrew Regulation, ICAO Doc.9868 and ICAO Circular 314.

Examiners need to be cautious to strike the right balance of knowledge and application required for the licence sought i.e. the level of TEM application for the LAPL will not be the same as for the CPL or the ATPL. Where a Candidate has a lack of knowledge or is weak in the application of TEM principles, Examiners will need to use sound judgement when deciding how to proceed. For instance, a LAPL or PPL candidate may be unfamiliar with the TEM terminology but may still exhibit sound decision-making skills in the pre-flight and the flight. In this case, the Examiner can simply ensure that the Candidate is made familiar with the TEM principles in the flight debrief and may also consider briefing the HT/CFI of the ATO/DTO ensure that future candidates are better prepared.

4.3 Just Culture

The civil aviation system should promote a 'safety culture' facilitating the spontaneous reporting of occurrences and thereby advancing the principle of a 'just culture'. 'Just culture' is an essential element of a broader 'safety culture', and these principles are regulated in Europe by regulation (EU) No 376/2014[IX] .

'just culture' means a culture in which persons:

- are not punished for actions, omissions or decisions taken by them that are commensurate with their experience and training,
- are encouraged to report safety-related information.

It should not, however, absolve individuals of their normal responsibilities and gross negligence, wilful violations and destructive acts are not tolerated.

Examiners should be aware of the importance of reporting, analysis and follow up of occurrences in civil aviation and promote a positive Just Culture environment.

IX REGULATION (EU) No 376/2014 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 3 April 2014 on the reporting, analysis and follow-up of occurrences in civil aviation

5.0 Approved & Declared Training Organisations (ATO & DTO)

An Approved Training Organisation (ATO) is an organisation staffed, equipped and operated in a suitable environment offering flying training, and/or synthetic flight instruction and/or theoretical knowledge instruction for specific flight training courses approved by the competent authority in accordance with PART-ORA. ATOs are required to have a management system which corresponds to the size of the organisation and the nature and complexity of its activities and a function to monitor compliance of the organisation with the relevant requirements. On completion of a specific course, a candidate should receive a course completion certificate and a recommendation for Test from the ATO.

A Declared Training Organisation (DTO) is an organisation which is entitled to provide training to pilots on the basis of a Declaration made to the competent authority. A DTO is required to have a "DTO training programme" describing in detail the training course provided by that DTO. On completion of a specific course, a candidate should receive a course completion certificate and a recommendation for Test from the DTO.

The Aircrew Regulation provides that "except for the issue of an airline transport pilot licence, the applicant for a skill test shall be recommended for the test by the organisation/person responsible for the training, once the training is completed. The training records shall be made available to the Examiner." In this respect, Examiners need to be aware that the Aircrew Regulation requires that " When conducting skill tests, proficiency checks and assessments of competence, Examiners shall verify that the applicant complies with all the qualification, training and experience requirements in this Part for the issue, revalidation or renewal of the licence, rating or certificate for which the skill test, proficiency check or assessment of competence is taken". This requirement can be met by carefully checking the course completion certificate or other relevant documentation required to ensure that the applicable competent authority will not reject the licence, rating or certificate application.

Examiners should be familiar with the management system of ATOs and the organisational structure of DTOs, particularly when conducting a test on a candidate using an ATO or DTO's facilities/aircraft. It is quite likely the ATO or DTO will have operational rules applicable to the dispatch of aircraft or use of FSTD which will apply equally to the Examiner as the PIC.

6.0 Data Protection

Data protection is a very serious issue in the European legal framework, and it has a wide-ranging impact on different stakeholders and sectors. The EU General Data Protection Regulations (GDPR) are directly applicable in all EU member States, to provide legal certainty for individuals and businesses throughout the EU and the protection of natural persons in relation to the processing of personal data is a fundamental right[X] .

GDPR is designed to give individuals more control over their personal data. The key principles under the GDPR are:

- Lawfulness, fairness and transparency;
- Purpose Limitation;
- Data minimisation;
- Accuracy;
- Storage Limitation;
- Integrity and confidentiality, and,
- Accountability.

Part of an Examiner's responsibility is the protection of a Candidate's personal data when it is processed for the purpose of completing a test. Examiner's need to be aware of these responsibilities and take care to comply with the applicable requirements taking account of the many varied circumstances in which a test might conducted. Examiners shall maintain records for 5 years with details of all skill tests, proficiency checks and assessments of competence performed and their results.

X REGULATION (EU) 2016/679 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 27 April 2016 on the protection of natural persons with regard to the processing of personal data

7.0 PART NCC & PART NCO

When a test is conducted in a complex motor-powered aeroplanes or helicopter anywhere in the Union, the operational rules shall be as set out in Annex III (PART-ORO) and Annex VI (PART-NCC) of the (EU) Air Operation regulation. Tests conducted in other aeroplanes and helicopters shall be conducted in accordance with the provisions specified in Annex VII (PART-NCO) [XI] .

PART-NCC and PART-NCO set out the detailed operational rules applicable to the operation of related aircraft. Examiners conducting tests in complex motor-powered aeroplanes or helicopters or in other aeroplanes and helicopters shall be thoroughly familiar with the operational rules applicable to conduct the flight test. Examiners should check that Candidates have a sufficient knowledge of the air operations requirements applicable to the grade of licence or rating sought.

XI Art. 5(5) COMMISSION REGULATION (EU) No 965/2012 of 5 October 2012 laying down technical requirements and administrative procedures related to air operations

8.0 Schedule planning

An Examiner should plan a test or check flight taking into consideration the maximum and minimum durations of an individual test and the proportion of time allocated to each test item. The maximum duration has two aspects to it. The Examiner cannot unnecessarily protract a test because that may unfairly degrade the Candidate's performance, and a Candidate must be able to perform all practical tasks and answer all questions within a reasonable time frame. The Examiner should consider the weather conditions, traffic situation, ATC requirements, local procedures and test airport security procedures.

Combined test schedules should be appropriately planned to allow all manoeuvres required by each test profile to be completed. When a test is combined this does not mean that the test times are cumulative. It is imperative that the Examiner allows for an appropriate rest period between subsequent tests.

9.0 Pilot in Command (PIC)

When conducting a test in an aircraft, the respective roles of the Examiner and Candidate must be clearly defined, particularly with respect to real or simulated emergencies. For flight tests, there must always be a clear understanding of who has control of the aircraft. Prior to flight, the pilots involved should conduct a briefing that includes reviewing the procedures for exchanging flight controls. Normally, the Examiner shall be the pilot-in-command, except in circumstances agreed by the Examiner with the Candidate.

10.0 Communication with the Candidate

An Examiner should have the ability to apply interpersonal and communication skills to establish an effective working relationship with the candidate without language barriers.

Communication in an aircraft cockpit or in a simulator is different from normal face-to-face communication because of the limited possibility to see each other. A Candidate can easily be confused by unclear communication during a test. The use of non-relevant communication must be kept to a minimum to reduce the possibility of errors and mistakes. This means that the careful use of unambiguous language is very important.

The Examiner should keep good voice communication habits in mind, such as remembering to:

- Give the 'candidate' precise instructions
- Articulate clearly
- Liaise with ATC and provide concise, easily understood intentions;
- If necessary, prompt the Candidate about required sequence of events (for example following a go-around);

During the ground and flight portion of the practical test, the Examiner should assess the Candidate's knowledge of the topic in accordance with the level of learning most appropriate for the applicable skill test appendix of Part-FCL. While the oral questioning will continue throughout the entire practical test, the examiner must use discretion when asking questions during the flight portion of the evaluation and avoid distractions that could compromise the safety of the flight.

11.0 CONDUCT OF THE TEST

11.1 Examiner Behaviour:

The Examiner should encourage a friendly and relaxed atmosphere to develop both before and during a test to enable the candidate to fully demonstrate their abilities. A negative or hostile approach should not be used. During the test, the examiner should avoid negative body language, comments or criticisms and all assessments should be reserved for the debriefing.

The performance of a Candidate under test conditions will often be adversely affected by some degree of nervous tension, but the Examiner can do much to redress the balance in their favour by the adoption of a friendly and sympathetic attitude. Any suggestion of haste during briefing should be avoided and the Candidate should be encouraged to ask as many questions as they wish at the conclusion of each section. Clear and unhurried instructions at this stage will not only serve to put the Candidate at his ease but will ensure the test proceeds smoothly and without unnecessary delay.

Examiners are responsible for improving all training and flight instruction in ATOs/DTOs by feeding back information on items or sections of tests that are most frequently repeated or failed. They must also assist in maintaining and, where possible, improving air safety standards by displaying good airmanship and flight discipline during tests. An Examiner should not re-examine a failed candidate without the agreement of the candidate.

11.2 Purpose of a test:

The purpose of a test is to determine through a practical demonstration that a Candidate has acquired or maintained the required level of knowledge, skill or proficiency consistent with the privileges of the certificate or rating being exercised. They must demonstrate competency in operating the aircraft in both normal and non-normal operations in accordance with the appropriate skill test appendix of Part-FCL.

All tests should contain the following basic sequence of events:

1. Test administration;
2. Pre-flight briefing;
   A. Examiner Briefing
   B. Candidate Briefing
   C. Oral examination on the ground
3. Skill Test Items;
4. Standard of completion;
5. Competence Assessment Guidance;
6. Test Debriefing;
7. Completion of all applicable records.

12.0 Test Administration

The Examiner is required to review the Examiner Differences Document to ascertain the applicable procedures for the test. The Examiner is ultimately responsible for making the appropriate notification to the candidate's competent authority in order to be designated as the Examiner for the test. A review of the competent authority's test paperwork, in particular the guidance on how to complete the form, should be reviewed for correct completion.

The test should begin at the appropriate time as determined by the Candidates licencing authority.

13.0 Pre-flight Briefing

13.1 Examiner Briefing

The Examiner should state the purpose of the test and outline their role at the beginning of the briefing to ensure no ambiguity exists that you are conducting a test. This ensures the Candidate understands that you are there to check them and not train them. The Candidate should approach the test as if it were a real flight.

The briefing should cover the following:

1. Licensing and identification checks, as necessary;
2. The objective of the flight;
3. Test or check sequence;
4. Contents of exercise to be performed;
5. Operating procedures to be followed (for example operators manual);
6. Agreed speed and handling parameters (for example V-speeds, bank angle, power setting and approach minima) as applicable;
7. Weather assessment;
8. Simulated weather assumptions (for example icing and cloud base);
9. Respective roles of the Candidate and the Examiner during the test (for example during emergency. Please refer to subpart 9.0);
10. Administrative procedures (for example submission of flight plan);
11. Responsibility for the use of R/T, including simulated R/T;
12. The freedom for the 'candidate' to ask questions must be emphasised.

13.2 Candidate Briefing

The Candidate should be given time and facilities to prepare for the test flight. Pre-flight preparation requires the Candidate to assess the weather conditions and make their decision whether to proceed with the flight or not. The Candidate must consider the requirements of all the sections of the test that they are taking. The Examiner should assess the applicant's decision. A decision to continue when the weather is forecast below the limits required to complete the flight shall be considered a fail item for test.

13.3 Oral Examination on the Ground

It is important that the Examiner prepares fully for the oral examination. The Examiner should define the level of knowledge the candidate needs to demonstrate and prepare questions that are fit for purpose.

The Examiner should consider the appropriate level of knowledge for the applicable test in the following order; what,

- The pilot MUST know
- The pilot SHOULD know
- Would be BENEFICIAL to know

The Examiner should keep in mind that questioning in areas where the candidate needs to find information in documentation takes longer than memory answers.

Extended pre-flight activities may be an indication of substandard performance. If the Examiner decides that the candidate has failed the test due to knowledge deficiencies, the Examiner must record this in a suitable manner.

By the end of the Knowledge assessment (Oral Examination and Briefing), the Examiner shall determine if the candidate's level of knowledge is adequate to continue to the testing of skills.

The Examiner shall predominantly ask questions and have a good understanding of question techniques. Often, the candidate inputs may lead to new questions. This requires the Examiner to be flexible and follow leads but use questions to direct and get back on track.

14.0 Test Items

A test is intended to simulate a practical flight. The Examiner shall consider which kind of scenario enables the best evaluation possibilities for the candidate, while ensuring that the Candidate is not confused, and air safety is not compromised.

Except when the Examiner must give guidance or a reminder, the Candidate should be allowed to conduct the flight without interruption. It should be remembered, however, that the Examiner is responsible for the safe conduct of the flight and the prevention of any infringements.

The test schedule, as briefed, should not normally be altered by an Examiner. However, the Examiner may change the sequence of sections or manoeuvres to achieve an orderly and efficient flow of a practical flight having regard to existing conditions or circumstances but shall not miss out any items.

The Examiner should be flexible to the possibility of changes arising from ATC instructions, or other circumstances affecting the test. Should a flight not proceed as briefed, the Examiner shall remain flexible and alert in order to achieve as much as possible in the changed circumstances. In an aircraft, briefing a Candidate during the test for a change to the sequence of the test is acceptable, but the Examiner shall ensure that the Candidate fully understands and accepts the changes, otherwise the test should be suspended.

In an FSTD, the test should be flown as a scenario, in real time as far as practicable. Judicious use of position freeze is acceptable only if this does not inhibit the candidate's demonstration of situational awareness. As long as the candidate is aware of this fact and it is not used to assist the crew who are not thinking about their position and the time remaining to complete any relevant checklists, etc. However, the use of flight freeze, is best reserved for the manoeuvring part of the test.

14.1 Aircraft Safety

The safety of the flight must be the prime consideration at all times. The Examiner is expected to use good judgement when simulating any emergency or abnormal procedure, having regard to local conditions and aircraft safety throughout. The Examiner and Candidate must be constantly alert for other traffic. When performing test items that have the potential to affect safety, the Examiner will ask the Candidate to simulate that portion of the manoeuvre. The Examiner will assess the Candidate's use of visual scanning and collision avoidance procedures throughout the flight portion of the test.

Skill tests, proficiency checks or assessments of competence shall not be conducted on a flight for the purpose of commercial air transport. Aircraft systems must not be used outside the Flight Manual limits. Simulated engine failures after take-off in an aeroplane must be carried out at a safe height. Engine shutdowns, if performed in an aircraft should be carried out at a safe height above the ground, considering all the risks associated with this manoeuvre.

The Examiner must be prepared to intervene if safety will be compromised.

14.2 FSTD Safety

All applicants shall be given a briefing on the fire alarm system, safety equipment and use of escape ropes, differences between the company aircraft and the simulator shall be briefed and pointed out to the crew prior to the test. The Examiner must verify that the FSTD is qualified and approved for the training, testing, and checking for which it is to be used. If any defects are present, they should be accepted by the Examiner, and Candidate, and should not have a negative impact on the test.

15.0 Standard of completion

An Examiner shall ensure that a Candidate completes a test in accordance with applicable test appendix to Part-FCL and is assessed against the required test standards. In-flight exercises shall include each relevant item or section of the test.

Although a test may specify flight test tolerances, a candidate should not be expected to achieve these at the expense of smoothness or stable flight. Each test has its own specific pass/fail criteria which is detailed in the applicable test appendix of Part-FCL. In general, there are 3 possible outcomes for all tests:

1. A 'pass', provided that the candidate demonstrates the required level of knowledge, skill or proficiency and, where applicable, remains within the flight test tolerances for the licence or rating;
2. A 'fail' provided that any of the following apply:
    a. the flight test tolerances have been exceeded after the examiner has made due allowance for turbulence or ATC instructions;
    b. the aim of the test or check is not completed;
    c. the aim of exercise is completed but at the expense of safe flight, violation of a rule or regulation, poor airmanship or rough handling;
    d. an acceptable level of knowledge is not demonstrated;
    e. an acceptable level of flight management is not demonstrated;
    f. the intervention of the examiner or safety pilot is required in the interest of safety.
3. A 'partial pass' in accordance with the criteria shown in the relevant skill test appendix of Part-FCL

Each item within a test section should be completed and assessed separately. A failed item is not always a failed section, for example type rating skill test where a failure of an item in a section does not fail the entire section, only the failed item is taken again.

If during the Candidate's first test attempt, they fail an item already passed previously in that first attempt, that item should then be considered a fail of that item in attempt one. Marginal or questionable performance of a test item should not influence an Examiner's assessment of any subsequent items.

Should a Candidate choose not to continue a test for reasons considered inadequate by an Examiner, the Candidate will be assessed as having failed those items or sections not attempted. If the test is terminated for reasons considered adequate by the Examiner, only these items or sections not completed shall be tested during a subsequent retest.

An Examiner may terminate a test at any stage, if it is considered that the Candidate's competency requires a complete retest.

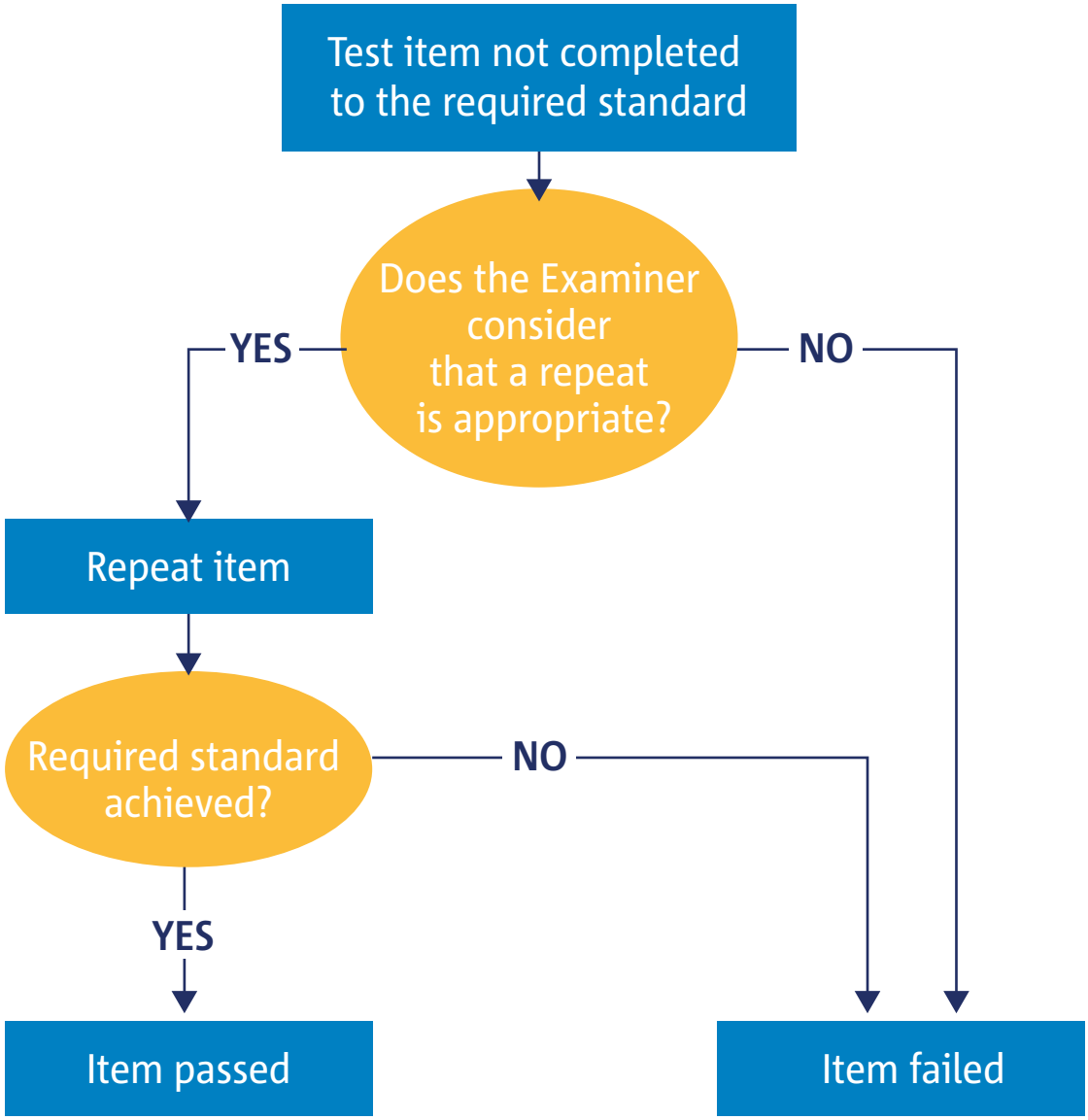
15.1 Repeat items

At the discretion of the Examiner, any manoeuvre or procedure of the test may be repeated once by the Candidate. The Examiner may stop the test at any stage if it is considered that the applicant's demonstration of flying skills requires a complete re-test.

As general guidance, the Examiner's discretion should only be exercised when they consider that the Candidate does not require remedial training. Repeats, if possible, should be completed when all other test items have been attempted to allow the Examiner an opportunity to assess the overall performance of the Candidate.

Repeats should be recorded if required by the Candidate's licenceing authority.

15.2 Repeat item flow chart



15.3 Pilot Competency Assessment Guidance:

The pass or fail criteria of the relevant appendix of Part-FCL must be applied to all tests. The competency tables below maybe used as support to debrief and provide guidance on how to improve a Candidates performance in the future. Lack of specific competencies may be identified as root causes of the failure of the performance of a task.

15.3.1 Competency Based Assessment

A formal competency-based assessment, based on competencies alone, requires a specific training course for Instructors and Examiners.

15.3.2 Competency Guidance

Airmanship is defined as the consistent use of good judgement and well-developed knowledge, skills and attitudes to accomplish flight objectives.

ICAO has defined Competency as a dimension of human performance that is used to reliably predict successful performance on the job. A competency is manifested and observed through behaviours that utilise the relevant knowledge, skills and attitudes to carry out activities or tasks under specified conditions.

EASA, based on the ICAO recommendations, has defined a set of pilot competencies as follows:

- Application of Knowledge [KNO]
- Application of procedures and compliance with regulations [PRO]
- Aircraft Flight Path Management, Automation [FPA]
- Aircraft Flight Path Management, manual control [FPM]
- Communication [COM]
- Leadership and Teamwork [LTW]
- Problem Solving and Decision Making [PSD]
- Situation awareness and management of information [SAW]
- Workload Management [WLM]

The competencies provide individual and/or team countermeasures to threats and errors to avoid undesired aircraft states [XII]. CRM skills are embedded in the competency.

XII For more explanation, refer to ICAO Doc 9868 – Threat & Error Management Model – TEM. Undesired aircraft states are characterized by divergences from parameters normally experienced during operations (e.g. aircraft position or speed deviations, misapplication of flight controls, or incorrect systems configuration) associated with a reduction in margins of safety.

This table should only be used as guidance for an Examiner to debrief the Candidate's airmanship performance overall and give guidance on how to improve their airmanship in the future. This competency assessment does not affect the pass or fail criteria of the applicable test appendix of Part-FCL.

Competency	Competency description	Observable Behaviour (OB)
Application of Knowledge (KNO)	Demonstrates knowledge and understanding of relevant information, operating instructions, aircraft systems and the operating environment	• Demonstrates practical and applicable knowledge of limitations and systems and their interaction • Demonstrates required knowledge of published operating instructions • Demonstrates knowledge of the physical environment, the air traffic environment including routings, weather, airports and the operational infrastructure • Demonstrates appropriate knowledge of applicable legislation. • Knows where to source required information • Demonstrates a positive interest in acquiring knowledge • Is able to apply knowledge effectively
Application of procedures and compliance with regulations [PRO]	Identifies and applies appropriate procedures in accordance with published operating instructions and applicable regulations	• Identifies where to find procedures and regulations • Applies relevant operating instructions, procedures and techniques in a timely manner • Follows SOPs unless a higher degree of safety dictates an appropriate deviation • Operates aircraft systems and associated equipment correctly • Monitors aircraft systems status • Complies with applicable regulations. • Applies relevant procedural knowledge
Communication [COM]	Communicates through appropriate means in the operational environment, in both normal and non-normal situations	• Determines that the recipient is ready and able to receive information • Selects appropriately what, when, how and with whom to communicate • Conveys messages clearly, accurately and concisely • Confirms that the recipient demonstrates understanding of important information • Listens actively and demonstrates understanding when receiving information • Asks relevant and effective questions • Uses appropriate escalation in communication to resolve identified deviations • Uses and interprets non-verbal communication in a manner appropriate to the organisational and social culture • Adheres to standard radiotelephone phraseology and procedures • Accurately reads, interprets, constructs and responds to datalink messages in English

Competency	Competency description	Observable Behaviour (OB)
Aircraft Flight Path Management, Automation [FPA]	Controls the flight path through automation	• Uses appropriate flight management, guidance systems and automation, as installed and applicable to the conditions • Monitors and detects deviations from the intended flight path and takes appropriate action • Manages the flight path to achieve optimum operational performance • Maintains the intended flight path during flight using automation whilst managing other tasks and distractions • Selects appropriate level and mode of automation in a timely manner considering phase of flight and workload • Effectively monitors automation, including engagement and automatic mode transitions
Aircraft Flight Path Management, manual control [FPM]	Controls the flight path through manual control.	• Controls the aircraft manually with accuracy and smoothness as appropriate to the situation • Monitors and detects deviations from the intended flight path and takes appropriate action • Manually controls the aeroplane using the relationship between aeroplane attitude, speed and thrust, and navigation signals or visual information • Manages the flight path to achieve optimum operational performance • Maintains the intended flight path during manual flight whilst managing other tasks and distractions • Uses appropriate flight management and guidance systems, as installed and applicable to the conditions • Effectively monitors flight guidance systems including engagement and automatic mode transitions
Leadership and Teamwork [LTW]	Influences others to contribute to a shared purpose. Collaborates to accomplish the goals of the team	• Encourages team participation and open communication • Demonstrates initiative and provides direction when required • Engages others in planning • Considers inputs from others • Gives and receives feedback constructively • Addresses and resolves conflicts and disagreements in a constructive manner • Exercises decisive leadership when required • Accepts responsibility for decisions and actions • Carries out instructions when directed • Applies effective intervention strategies to resolve identified deviations • Manages cultural and language challenges, as applicable
Problem Solving and Decision Making [PSD]	Identifies precursors, mitigates problems, and makes decisions	• Identifies, assesses and manages threats and errors in a timely manner • Seeks accurate and adequate information from appropriate sources • Identifies and verifies what and why things have gone wrong, if appropriate

Competency	Competency description	Observable Behaviour (OB)
		• Perseveres in working through problems whilst prioritising safety • Identifies and considers appropriate options • Applies appropriate and timely decision-making techniques • Monitors, reviews and adapts decisions as required • Adapts when faced with situations where no guidance or procedure exists • Demonstrates resilience when encountering an unexpected event
Situation awareness and management of information [SAW]	Perceives, comprehends and manages information and anticipates its effect on the operation	• Monitors and assesses the state of the aeroplane and its systems • Monitors and assesses the aeroplane's energy state, and its anticipated flight path • Monitors and assesses the general environment as it may affect the operation • Validates the accuracy of information and checks for gross errors • Maintains awareness of the people involved in or affected by the operation and their capacity to perform as expected • Develops effective contingency plans based upon potential risks associated with threats and errors • Responds to indications of reduced situation awareness
Workload Management [WLM]	Maintains available workload capacity by prioritising and distributing tasks using appropriate resources	• Exercises self-control in all situations • Plans, prioritises and schedules appropriate tasks effectively • Manages time efficiently when carrying out tasks • Offers and gives assistance • Delegates tasks • Seeks and accepts assistance, when appropriate • Monitors, reviews and cross-checks actions conscientiously • Verifies that tasks are completed to the expected outcome • Manages and recovers from interruptions, distractions, variations and failures effectively while performing tasks

16.0 Test Debriefing

The Examiner should conduct a fair, unbiased debriefing of the candidate based on identifiable factual items. The Examiner should refer to the flight test tolerances given in the relevant skill test. A balance between friendliness and firmness should be evident. The debrief must be transparent and if relevant, a school representative or the Instructor may be present.

The Examiner shall exercise sound judgement and impartiality throughout. To assist with this, each Examiner should maintain brief, factual, and unobtrusive notes of the event so that all aspects may be debriefed comprehensively.

Attention should be paid to the following points:

- Summarize the overall performance of the Candidate
- Only observed performance can be evaluated
- Comments are important and they require factual explanations
- Advise the candidate on how to avoid or correct mistakes
- Mention any other areas for development noted
- Give any advice considered helpful for the improvement of flight safety
- Allow time for questions from the Candidate

Generally, the debriefing should start with giving the Candidate the result of the test.

If the test is passed

The examiner should:

- Encourage the trainee to self-assess
- Use the facilitation technique on 2 or 3 topics to analyse how the candidate may improve their performance
- Provide recommendations based on identifiable factual items
- Promote positive performance observed during the test.

If the test is partial passed or failed

The examiner should:

- Provide evidence based on identifiable factual items explaining why the performance does not meet with the required standard (should be ranked from the most to the least severe)
- Provide recommendations based on identifiable factual items.
- Promote positive performance observed during the test.

The Examiner shall inform the candidate that he/she shall not exercise the privileges of the rating until a full pass of their test has been achieved. The Examiner shall detail any further training requirements and explain the candidate's right of compliant and appeal.

Best practice of dealing with a failed test:

- Avoid telling the Candidate of a fail test result when in the aircraft
- Summarize and emphasize good performance where appropriate
- A fail or partial pass result must be founded on observable facts
- Give any advice considered helpful for subsequent tests.

In case of a failed or discontinued test, the Examiner should provide appropriate advice to assist the candidate in re-tests.

Any comment on, or disagreement with, an Examiner's test evaluation or assessment made during a debriefing will be recorded by the Examiner on the test form. This should be signed by the Examiner and countersigned by the Candidate if possible.

17.0 Completion of all applicable records

Examiners should review the Examiner Differences Document for the applicable procedures of the competent authority responsible for the Candidate's licence.

The Examiner notes used during the debriefing may normally contain more details than the test report, however, the test report must reflect the debriefing.

In case of a fail or a partial pass the justification for failure should be written clearly on the test report. The Examiner should write which item was failed and why it was failed.

The Examiner should endorse the candidate's licence or certificate with the new expiry date of the rating or certificate, if specifically authorised for that purpose by the competent authority responsible for the candidate's licence.

The Examiner should provide the candidate with a signed report of the test and submit without delay copies of the reports and documentation that are required by the competent authority responsible for the candidate's licence.

Examiners shall maintain records for 5 years with details of all skill tests, proficiency checks and assessments of competence performed and their results.

Upon request by the competent authority responsible for the examiner certificate, or the competent authority responsible for the candidate's licence, examiners shall submit all records and reports, and any other information, as required for oversight activities.

18.0 Complaints & Appeals

The Examiner should first reference the current version of the EASA Examiner Differences Document for guidance on the Candidates Licencing Authority's requirements. The competent authority which issued the pilot licence will receive any complaint or appeal from a Candidate. Candidates should consult the appropriate competent authority for details of any applicable appeal/complaint procedure.