Safety Regulation Group
Licensing & Training Standards

Civil Aviation Authority

STANDARDS DOCUMENT No. 41 version 4

INSTRUCTIONS AND PROCEDURES FOR TYPE RATING EXAMINER AEROPLANE & HELICOPTER AND SYNTHETIC FLIGHT EXAMINER AEROPLANE & HELICOPTER STANDARDISATION COURSE PROVIDERS

This Standards Document defines UK Policy and means of Compliance with EASA Part FCL, subpart K. It supports requirements to ensure the conduct and performance of CAA certified examiners in accordance with ARA.FCL.205 and complies with FCL.1015 and examiner standardisation arrangements.

Contents

Glossary of Abbreviations and Terms

AI or ADI	Attitude Indicator or Attitude Direction Indicator
AIC	Aeronautical Information Circular
AIP	Aeronautical Information Publication
AMC	Acceptable means of compliance
ANO	Air Navigation Order
AoC	Assessment of Competence
APV	(Instrument) Approach with Vertical Guidance
ATC	Air Traffic Control
ATO	Approved Training Organisation
ATPL	Airline Transport Pilots Licence
CAATI	Civil Aviation Authority Training Inspector
CDFA	Continuous Descent Final Approach
CPL	Commercial Pilot Licence
CRE	Class Rating Examiner
CRE/IRR	Class Rating Examiner with Instrument Rating Revalidation/Renewal Privileges
CRI	Class Rating Instructor
CRM	Crew Resource Management
CRMI	Crew Resource Management Instructor
DA/H	Decision Altitude/Height
EAoC	Examiner Assessment of Competence
EASA	European Aviation Safety Agency
EFATO	Engine Failure After Take-off
FCS	CAA Flight Crew Standards
FEH	Flight Examiners Handbook
FE (CPL)	Flight Examiner Commercial Pilot Licence (Aeroplanes)
FE (PPL)	Flight Examiner Private Pilot Licence (Aeroplanes)
FI	Flight Instructor
FIE	Flight Instructor Examiner
FNPT	Flight Navigation Procedures Trainer
FFS	Full Flight Simulator
FSTD	Flight Simulation Training Device
GBR	Prefix replacing 'UK' in EASA pilots' licences and certificates issued by UK CAA.
GE	Ground Examiner
GPS	Global Positioning System
GM	Guidance Material
GNSS	Global Navigation Satellite System
HPCA	High Performance Complex Aeroplane
IFR	Instrument Flight Rules
ILS	Instrument Landing System
IMC	Instrument Meteorological Conditions
IR	Instrument Rating
IRE	Instrument Rating Examiner
IRI	Instrument Rating Instructor

L&TS	CAA Licensing & Training Standards
LNAV	Lateral Navigation
LPC	Licensing Proficiency Check
LST	Licensing Skill Test
MDA/H	Minimum Descent Altitude/Height
ME	Multi-Engine
MEP	Multi-Engine Piston Aeroplane
MP or MPA	Multi-Pilot or Multi-Pilot Aeroplane
OPC	Operator Proficiency Check
Part FCL	EASA Aircrew Regulation - Annex 1 – Part-FCL
Part-ORA	Organisation Requirements for Aircrew
Proficiency Check	Demonstration of skill for the revalidation or renewal of a licence or rating, including such oral examinations as may be required.
RF	Registered Facility
RNAV	Area Navigation
RT or RTF	Radiotelephony
RTC	Regional Test Centre
RTO	Rejected Take-off
SE	Single-Engine
SEP	Single-Engine Piston Aeroplane
SET	Single-Engine Turboprop Aeroplane
SFE	Synthetic Flight Examiner
Skill Test	Demonstration of skill for the issue of a licence or rating
SP or SPA	Single-Pilot or Single-Pilot Aeroplane
SP HPCA	Single-pilot high performance complex aeroplane
TMG	Touring Motor Glider
TRE	Type Rating Examiner
VFR	Visual Flight Rules
VMC	Visual Meteorological Conditions
VNAV	Vertical Navigation

NOTES FOR THE GUIDANCE OF TYPE RATING EXAMINER/ SYNTHETIC FLIGHT EXAMINER STANDARDISATION COURSE PROVIDERS.

1   GENERAL

1.1   In the UK, the standardisation required by Regulation Aircrew Annex 1 (Part-FCL) is achieved by the use of approved Examiner Standardisation Courses. This document gives guidance to course providers seeking approval to conduct courses for aeroplane and helicopter examiner training for TRE and SFE, including Single Pilot High Performance Complex Aeroplanes.

The Civil Aviation Authority (CAA) issues flight crew licences and ratings in accordance with the requirements of Part-FCL. The CAA must ensure that the applicant is qualified by demonstration of knowledge, competence and skill to hold the appropriate licence or rating. The CAA authorises suitably experienced and qualified pilots as examiners to conduct the necessary skill tests, proficiency checks or assessments of competence and, thereby, ensures that these requirements are met. Such pilots should, by background and experience, have the professional respect of the aviation community and meet the requirements of FCL.1010

1.2   The examiner's authority is derived from Part-FCL and examiners must remember that in conducting skill tests, proficiency checks or assessments of competence they are doing so in the interest of the safety of civil aviation. Consequently, the CAA must confirm that the standard required of the examiner is being met by an observation of the prospective examiner conducting a test or check; this observation will be carried out by a CAA Training Inspector. This observation is the Examiner Assessment of Competence (EAoC) described in FCL.1020.

Note: Examiners for Non-EASA Aircraft – e.g. DC3 – will continue to derive their authority from the ANO.

1.3   FCL.1015 requires that an examiner undertakes an examiner's standardisation course provided by, or approved by, the CAA. Experience has shown that practical training in the skills of examining is essential to enable the trainee examiner to achieve the required standard to pass the subsequent EAoC. This is best achieved using a structured training course.

1.4   Nothing in this document is intended to conflict with the EASA Aircrew Regulation (or UK statute law where applicable.) Whilst every effort is made to ensure that all information is correct at the time of publication, the CAA reserves the right to amend this document as required to accommodate changes to the primary authority documents, to correct errors and omissions or to reflect changes in national policy and best practice.

1.5   Any advice concerning Examiner Standardisation Courses may be obtained from:

Flight Operations Manager (ATO and FCL)
Flight Crew Training and Licensing Standards
Civil Aviation Authority
Gatwick Airport South   West Sussex
RH6 0YR

Email: Clive.Richardson@caa.co.uk

1.5   CAA   Standards   Documents   are   available   on   the   CAA   website   at:
www.caa.co.uk/standardsdocuments.

- To open a document, click on its title in the list.

1.6   Application forms for course approval may be obtained through a link on the CAA
website – go to www.caa.co.uk/SRG2116.

2   APPROVAL OF STANDARDISATION COURSES

2.1   The approval and oversight of examiner standards courses is considered, by the CAA, to be a fundamental part of ensuring a high degree of aviation safety in the UK. Any organisation that meets the requirements of Annex VI of the Aircrew regulation (ORA), and is a registered UK ATO, may seek approval for an Examiner Standards course. For the grant of an approval, the ATO will be required to provide a practical demonstration of all, or part, of the course to the satisfaction of a CAA Training Inspector (CAATI). This approval will be closely monitored and an ongoing sampling of the course for compliance and effectiveness can be expected. The ATO should be aware that AMC1 to FCL.1015 makes it clear that the ATO is acting under the management system of the competent authority.

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3   REQUIREMENTS TO CONDUCT EXAMINER STANDARDISATION

3.1   COURSES
Any ATO may apply for approval to conduct Examiner Standardisation Courses. The ATO must use qualified personnel and facilities as detailed below.

3.2   Chief Tutor
The Chief Tutor is responsible to the Head of Training (HT) of the ATO for ensuring that the course is delivered to the standard required by the CAA. The Chief Tutor shall be a current TRE or SFE with a minimum of three years' experience. The Chief Tutor must be acceptable by the UK CAA and listed in the ATO manual. The Authority expects the Chief Tutor to have a proven track record as an examiner and have sufficient practical experience of examining to ensure that the course provides the depth of training required. The Chief Tutor will be expected to demonstrate their suitability to hold the post during the course approval process. Any change in Chief Tutor, must be notified to the CAA. Where there is a change in Chief Tutor, for any reason, the CAA reserves the right to interview and/or observe the new tutor before accepting them as the responsible person for the approval.

The Head of Training, in conjunction with the Chief Tutor, is responsible for ensuring that other course tutors are appropriately trained in accordance with the procedures defined in the ATO manual prior to delivering the course without supervision.

The HT will be responsible for taking any remedial action required by the CAA should the course standard fall below that required.

3.3   Course Tutors
Course tutors are responsible for the delivery of the course to the standard laid down by the Chief Tutor. Course tutors must have experience in, and be able to deliver, effective 'role-playing' covering a variety of performances that the trainee examiner is likely to experience once qualified: these must cover both technical and non-technical areas. In addition, the course tutor must have an in-depth knowledge of the requirements associated with examining in both the

licensing and operational environments. Course tutors must also have an in-depth knowledge of behavioural markers and be able to demonstrate how to integrate them into a debriefing. Course Tutors must be a current TRE or SFE with a minimum of three years' experience in the role. The course tutors must acquire an in-depth knowledge of the examiner competencies listed in CAA Standards Document 24(A(/(H).

All course tutors must be current TREs or SFEs as applicable to the course. For the training of TREs who will be examining in an aircraft, the course tutor must hold the equivalent qualification.

All course tutors must have conducted at least two tests or checks, in the role for which the tutor authorisation is held, in the 12 months preceding the start of any standards course on which they are engaged as course tutor. All course tutors shall have experience in commercial air transport operations unless specifically accepted by the CAA.

Course Tutors must be nominated by the course provider and approved by the CAA before being used on the course. They will be specifically named in the course manual.

3.4   Facilities
The following facilities must be provided by the course provider:

Accommodation and Equipment
A dedicated training room must be available throughout the course. The facilities should include audio/video equipment to record briefings and debriefings and suitable playback equipment to enable the trainee examiners to review their performance in order to facilitate learning. A white board shall also be available.

Training Devices
In accordance with AMC1 FCL.1015 (b)(2) at least 2 days of the examiner standards course shall be conducted in an EASA qualified FFS (Full Flight Simulator). The device must have enough seats for all tutors and TREs (U/T)

Documents
Documents associated with the requirements for examiners, guidance material and flight documentation must be available [note1] for use by the trainee examiners throughout the course. A list of the reference material required can be found in Appendix A.

[Note1] this may be in electronic format

Course Syllabus
A detailed course syllabus shall be produced by the ATO. The syllabus shall include details as follows:

- Aim of the course.
- Aim of the specific course modules.
- Timing and content of the course modules.
- Details of reference material to be used during the course.
- Aim and format of the open book exam.

Course Tutor's Instruction Manual
The ATO shall produce (and update when required) an instruction manual for the

course tutor. The instruction manual shall contain, as a minimum, the following:

- Aim of the course.
- Aim of each part of the training course.
- Teaching points to be covered within each module.
- Knowledge requirements, including source of information.
- Exercise scenarios.
- Open book test papers and answers.
- Flight profiles to be used in the simulator*.
- Generic Checklists*.
- Course timings.
- Arrangements for course tutor training, supervision, currency and refresher training.

3.5   The Course Syllabus and Course Tutor's Instruction Manual are to be controlled documents for the purpose of the approval. Any amendment(s) to either the Course Syllabus or the Course Tutor's Instruction Manual must be advised, in writing, to the L&TS Approvals at the CAA.

*Note: Flight profiles and checklists are only required if the simulator is to be used for a 'generic' course. Where the course is based upon a specific type where the trainee examiners are all type-rated, profiles are not required.

4 APPLICATION AND APPROVAL PROCESS

4.1 Applicants for an initial approval should apply to the L&TS Approvals at the CAA using the application form SRG\2125 available from the CAA website as detailed in paragraph 1.6 above. The appropriate fee, as published in CAA Scheme of Charges, should accompany the application. No work can be undertaken by the CAA until the fee has been received.

4.2 The applicant should also provide the following information with the application:

- A detailed course syllabus;

- The details of the Chief Tutor;

- A list of course tutors, including details of their relevant experience;

- Details of the facilities to be used to conduct the course;

- The Course Tutor's Instruction Manual.

4.3 Upon receipt of the application, an Inspector from Licensing and Training Standards (L&TS) or a CAATI will be detailed as the Inspector responsible for the course approval. The Inspector will review the application paperwork to ensure it is compliant with the requirements set out in this Standards Document. Any changes required to be made to the manual will be incorporated before the course approval is added to the ATO Certificate.

4.4 A L&TSI or CAATI will then observe, as a minimum, the first and final days of the course, together with one of the simulator training days. Any shortfalls in the required standard will be raised as a finding and will be required to be addressed prior to the course receiving approval.

4.5 As part of the continuing oversight process, periodic visits will be made by CAATIs or inspectors from L&TS.

5 SUSPENSION OR REVOCATION OF APPROVAL

5.1 The quality of the course output will be measured by the standard demonstrated by the trainee examiner during the Examiner Assessment of Competence. If trainee examiners undergoing the assessment are consistently not to the necessary standard, the CAA will require the Chief Tutor to take remedial action. If the remedial action is insufficient to ensure the trainee examiners are properly prepared for the AoC the CAA will suspend the course approval.

5.2 Following suspension of the course approval, the ATO will be required to demonstrate, to the satisfaction of L&TS, that appropriate remedial action has been taken to address the identified shortfalls. This is likely to require a further observation by a CAA Inspector, and may be subject to a charge. Once the Inspector is satisfied that the remedial action is effective, the suspension will be lifted.

5.3 Should the remedial action taken by the ATO be insufficient, the course

approval may be revoked. Should the ATO wish to continue the provision of Standardisation Courses following revocation of their approval, a new application must be submitted in accordance with paragraph 4 above.

6   COURSE TUTOR RECENCY

6.1   For effective course delivery the tutors need to be in regular practice. Experience has shown that the absolute minimum number of courses required to maintain course tutor recency is one per twelve month period. The chief tutor is to ensure that course tutors conduct sufficient courses to maintain recency. Should the CAA note that the number of nominated course tutors is greater than the course frequency warrants the chief tutor will be required to withdraw some from the course approval. An administration fee will be charged for amendments to approvals.

6.2   The course provider is to provide refresher training for course tutors who fall out of recency prior to conducting a course. This refresher training should be detailed in the Course Tutors Instruction Manual. In the event that all tutors are out of currency, the Head of Training shall decide on individual retraining requirements for the course tutors; this training shall be notified to the CAA.

7   QUALITY SYSTEM

7.1   In order to ensure the standards required are being met, the ATO must have in place a Quality System capable of monitoring the course output. The system shall provide a method of ensuring that any shortfalls identified are followed up by the HT and remedial action taken. The system should also have a feedback process to ensure any remedial action is effective.

7.2   There is no requirement to have an independent check of the standard achieved at the end of the course; i.e. an 'examiner ability check' conducted by an SE or similar. It is acceptable for the course tutor to continually assess the trainee TRE throughout the course. It is highly recommended that the ATO defines a procedure in its course manuals that offers remedial training for underperforming trainees and clearly defines a limit to how much extra training is acceptable for the candidate to attain the standard required during the course. The standard achieved with and without extra training should be monitored by the ATO's Quality System.

8   COURSE ENTRY REQUIREMENTS

Trainee examiners for the Examiner Standards Course must satisfy the TRE or SFE prerequisites as detailed in FCL.1010.TRE or FCL.1010.SFE.

9   COURSE SYLLABUS

9.1   The aim of the Standards Course may be stated as:

"To provide candidates with the basic skills necessary to become an examiner. By the end of the course the trainee examiner should be able to conduct a Licence

Skill Test, Licence Proficiency Check and Operator Proficiency Check, where applicable, including the briefing, assessment and debriefing, to the standard required by the CAA."

9.2   The minimum course content is at Appendix C. Course providers are to prepare their syllabus such that the main academic requirements are covered before any practical training is undertaken. However, it is accepted that it can be advantageous to cover some academic requirements alongside practical training; an example of this may be de-briefing techniques prior to the first practice debrief. The syllabus is designed for a course of two trainee examiners. This is both the maximum and optimum number. It is undesirable to have a single trainee examiner because the practical workload would be very high and, more significantly, the trainee examiner would be unable to benefit from interaction with a course partner. Where a course provider is left with no option but to run a course for a single trainee (e.g. because of a last-minute cancellation due to sickness), the syllabus should be amended to ensure the single trainee examiner receives the number of practical training exercises they would receive on a 'normal' course. It should also be borne in mind that, for MPA/MPH, a "stand-in" crew member/panel operator would be required for all simulator exercises.

9.3   The simulator familiarisation session should provide each trainee examiner with an opportunity to practise the use of the Instructor Operating Station (IOS) using all the functions required to conduct the practical exercises.

9.4 The format of the simulator exercises should be as follows:

Course for two "simulator only" MPA/MPH examiners:

The course tutor occupies the LHS(MPA), RHS (MPH) and flies the flight profile as an LPC candidate. He or she injects sensible errors in order to provide the trainee examiners with reasonable opportunities to assess performance and determine the appropriate course of action.

One course student occupies the other seat and acts as a co-pilot. However, this is a non-standard role where he or she must resist the urge to point out errors in order to give the other trainee the opportunity to exercise his own observation skills. He or she should make notes of the exercise and provide the course tutor with a reduced, but correctly structured, debrief of the exercise.

The other course student acts as the examiner. He or she runs the exercise from the IOS using a scenario provided the day before. He or she must decide on the order of the items to be tested and the appropriate weather conditions to be simulated for the detail. This student will conduct a full brief and debrief.

Where more than one course tutor is available, consideration should be given to using the extra tutor as a mentor at the IOS for the first few practice sessions. As the TRE U/T develops, both course tutors may occupy the pilots' seats and role play as a crew. Both TREs under training should then observe from the rear of the simulator; the 'spare' TRE U/T should still assess and offer a concise mini-debrief.

Course for two "aircraft only" examiners:

The trainee examiner who is conducting the exercise sits in the RHS(MPA), LHS(MPH) and acts as the examiner and aircraft commander. This student will conduct a full brief and debrief.

The other student operates the simulator from the IOS and acts as Air Traffic Control etc. He or she should make notes of the exercise and provide the course tutor with a debrief of the exercise.

Mixed course – one simulator examiner and one aircraft examiner:

The easiest combination since no seat changes are required. The aircraft examiner occupies the RHS (MPA). LHS(MPH) and the detail is conducted for his sessions as per the "aircraft examiner" instructions above. The simulator only examiner runs his sessions from the IOS as per the "simulator only" instructions above.

Timetable.

Detailed times are likely to vary dependent upon the timing of the simulator sessions. However, to ensure the trainee examiners are able to assimilate the training and prepare for the following day's exercises, the working day must not fall outside the period 0700 to 1900.

9.5 The length of the course shall be in accordance with FCL.1015. The training will be intensive and trainee examiners will be expected to prepare simulator exercises for the following day after the day's training is complete. Course providers should ensure that trainee examiners receive pre-course paperwork in plenty of time to prepare for the course. The pre-course paperwork should indicate the level of knowledge expected of the trainee examiner at the start of the course. It should be noted that there is unlikely to be sufficient time for the trainee examiners to learn all the requirements during the course and therefore

pre-course study will be essential to ensure the trainee examiners are properly prepared. Trainee examiners will be required to demonstrate their knowledge of the requirements using the relevant source documents in a one hour "open book" examination. Course providers must construct either at least two comprehensive question papers or a series of smaller papers, covering the aeronautical knowledge requirements; these will be reviewed as part of the course approval process described in paragraph 4 and retained as part of the Course Tutors' Instruction Manual.

9.6   The simulator exercises should last a minimum of 1.5 hours, except the simulator familiarisation exercise which should last a minimum of two hours this is to allow each trainee examiner a one hour period of familiarisation at the IOS. This session should include a short flying exercise to familiarise the course students with the simulator, the flight profiles, checklists, and Pilot Monitoring (PM) duties, where applicable.

9.7   The trainee examiners will be expected to have knowledge of CRM/TEM principles and be able to apply them using facilitation skills. They must understand how facilitation and instruction differ and when and how they should be used for effective debriefing.

9.8   The use of two course tutors is desirable: a main tutor and an assistant. The course provider should plan for the same course tutor to conduct the complete course. This ensures continuity of course delivery. Whilst events may require changes at late notice, changes of course tutor in mid-course should not be the norm.

10   COURSE STANDARDS

10.1 The minimum course standard is that required to pass the Examiner Assessment of Competence. This requires a trainee examiner to demonstrate that he or she or is able to conduct a check in accordance with the requirements of Standards Document 24(A)/(H) and that he or she has knowledge of other relevant documents.

10.2 In all cases the ATO must notify examiners@caa.co.uk when a trainee examiner has completed a standards course, together with the result. The notification must include the trainee examiner's full name and licence number, and the name of the course tutor conducting the training (see paragraph 7 above). To meet this requirement, the ATO will design a course completion certificate. The CAA will not conduct the EAoC on a trainee examiner until it has received confirmation from the ATO that the trainee examiner reached the required standard. If, following an examiners standardisation course, a trainee examiner has not met the required standard, an email stating this fact shall be sent to examiners@caa.co.uk together with the course tutor's recommendations (e.g. remedial training).

11   EXAMINER ASSESSMENT OF COMPETENCE

11.1   The normal route for a trainee examiner to gain an examiner certificate following the standardisation course is to practice conducting checks under the supervision of an experienced examiner and then, for the EAoC, to conduct a check on a 'live' candidate observed by a CAA Inspector. Whilst this process may be relatively straightforward for examiners employed by an ATO or AOC, it can be problematical for examiners employed by small organisations; nonetheless, every effort should be made to gain some exposure to "real world" examining.

12   EXAMINERS SEMINAR

12.1   ATOs are reminded that AMC1 to FCL 1025, the examiners seminar, requires that all the subjects contained in the examiners standardisation course are reviewed during the refresher. It is acceptable, and considered advantageous, to adjust the seminar for different categories of examiners. Where the seminar is for a group of examiners from the same organisation, It is also encouraged to focus on weak areas that have been identified by either the quality system or the Head of Training.

APPENDIX A – EXAMINER STANDARDS COURSE REFERENCE MATERIAL

Legislation – Europe
Available from https://www.easa.europa.eu/

Basic regulation 1139/2018
- **ORO.FC**
- **SPA LVO and CS FSTD**

Aircrew reg. 1178/2011 Annexe I,V,VI,VII
- **A - general requirements**
- **G - Instrument rating**
- **H - Class and Type Rating**
- **J - Instructor**
- **K - Examiner**

CAA Documents
Available from https://www.caa.co.uk/Our-work/Publications/Publications/
- **UK AIP Vol1/2 GEN and ENROUTE**
- **Standards Doc 24A/H**
- **Standards Doc 29 (App 16)**
- **Standards Doc 43**
- **Standards Doc 69**
- **and relevant AICs**
- **CAA Information Notices**
- **CAA Safety Notices**
- **CAP 737**
- **CAP 413 – R/T**
- **CAP 804 (Licensing) Info only, useful but not current**

- **Forms: SRG 1100, SRG 1100A, SRG 1158, SRG 2199, SRG 2138 and SRG 1119 A, B, C and D**
- **SKYWISE APP**

Legislation – ICAO
Available:
ICAO website
and http://www.chcheli.com/sites/default/files/icao_doc_8168_vol_1.pdf
- **History and status of ICAO – Chicago Convention**
- **ICAO Annexes 1 and 6**
- **ICAO Conventions**
- **ICAO Doc 8168 Vol. 1 – Procedures for Aviation Services – Aircraft Operations (PANS-OPS)**
- **Procedure turns / Holding / Circling**

Legislation – UK
Available from https://www.caa.co.uk/Our-work/Publications/Publications/

    Civil Aviation Act
    CAP 393 The Air Navigation Order (ANO)
    CAA Regulations (Regulation 6)

UK AIP
Available http://www.nats-uk.ead-it.com/public/index.php.html
    Overview and access
    General Section – ICAO differences
    En Route section – general rules / altimeter setting procedures
    Aerodromes – example

AICs
Skywise App and NATS (same link as above)
    Overview and access
    Colour coding
    Review relevant AICs

APPENDIX B - EXAMINER STANDARDS COURSE – SYLLABUS

A   INTRODUCTION

Explanation of roles

Timings

Assessment system

Role-playing and its use within the course

Note-taking and handouts

Use of tape recorders and video recorder

B   ACADEMIC TRAINING

Examining Principles
Compare and Contrast **instructing** and **examining**:

Briefing
- Differences between training brief and examining brief.

Debriefing
- Candidate is the one who fails the test or check through a failure to reach the required standard.
- Avoidance of confrontation by use of the debriefing format and accurate note-taking to provide the evidence.

Intervention
- Normally a fail point (or repeat) if intervention is necessary.
- When to intervene verbally.
- When to take control (freeze).
- Maintenance of candidate's confidence.
- Need for mini brief and time to allow candidate to settle following intervention.

Defining the Examiner's role in SPA
- The examiner's role when operating as second pilot in multi-pilot operations in SPA.
- The examiner's role during aeroplane flight tests in single-pilot operations in SPA.

Legislation
- Chicago Convention of 1944
- Civil Aviation Act
- Basic regulation, Ops regulation and Part FCL
- Pans Ops

Part-FCL:

Legal position of Part-FCL

Instrument rating privileges (single-pilot / multi-pilot as applicable)

IR combined with type or class rating

Validity periods

MCC

Approved courses and approval of all training courses

Revalidation of IR SPA (single engine) by cross-crediting

Licensing action / entries on rating revalidation / renewal

Senior Examiners

Revalidation/Renewal of Instructor's Certificate

CAP 393 - ANO (2016 as amended):

Legal standing of examiners

Part 7 & 8 - Flight Crew Licensing - Schedule 7

Part 9 - Operation of Aircraft - Articles 83 & 85 and Schedule 8

CAA Regulations

Regulation 6 (applies to ALL examiners)

Air Ops:

Legal position of Regulation Air Operations

OPC requirements

Recency

Flying more than one type

Incapacitation training

Standards Document 24(A)/(H):

Conduct of tests and checks

Renewal vs. revalidation

Completion of test forms

Comparison of OPC with LPC

Assessment

Pass/fail criteria

Repeat/retest differences and implications

Use of screens (if applicable)

Documents

Forms:

Forms SRG\1100, SRG1100A, SRG\1158, SRG\1119(a,b,c and d), SRG\1135, SRG2138 and SRG\2199

How to complete

Mandatory items

Minimum levels of training device needed

Notes on back of form

LVO is stand-alone part of LPC

Notice of Failure

Instructions on completion

Right of appeal.

Licence Checking

Common deficiencies in licences:

- Not signed
- R/T licence not signed
- Invalid licence date
- Invalid medical
- Invalid address
- Invalid ratings
- No licence number on rating page

AIP
- Overview
- General section with ICAO differences
- En Route section with general rules and altimeter setting procedures
- Sample aerodromes in Aerodromes section

PANS-OPS

- Review, including procedure turns and holding.

AIC
- Overview
- Colour coding
- Relevant AICs

CAA
- Communications (Skywise)
- Safety Directive
- Safety Notice
- Information Notices

CRM
- CRM is assessable (and may be a cause of failure)
- Standards Document 29

Open Book Examination
- Format
- Time limited
- Retest arrangements
- Result
- Debrief

Simulators

Simulator Approval:
- Approval process
- CS-FSTD simulator qualification
- Qualification certificate listing approved items and any restrictions or limitations
- Motion and visual requirements
- Mutual acceptance of EASA compliant states' simulator qualifications

Simulator Use:

- Importance of safety brief
- Simulator tech log
- Use of seat belts whenever motion selected on or off
- What to do if candidate complains about simulator
- Importance of timekeeping
- Use of freeze
- Break in a four-hour session

Legal

- Legal position and responsibility of examiner
- Regulation 6 appeal

Briefing/Debriefing

Briefing

- Content
- Tone
- Speed of delivery
- Adherence to SOPs
- Agreement of speeds or use of EFIS target speeds/SOPs
- Receptive to questions
- Example of brief

Debriefing

- The importance of taking time to prioritise thoughts before beginning
- Tried and trusted format – use it!
- Short factual statements - not open to dispute - when listing fail points
- Where and when to include training input
- Facilitation and CRM/TEM analysis
- Root cause
- Praise!
- Limitations of the debrief; i.e. you won't cover everything!
- Example of debrief

C.   PRACTICAL TRAINING

General

- Use of time for repeat/retest or training
- Roles
- Seating arrangements
- Standard calls
- Checklists

Simulator Familiarisation

- Safety brief
- Profiles to be used
- Speeds
- Session content

- Use of time for repeat/retest or training
- Notes on errors made
- Checks
- Use of IOS
- Short sample exercise with each trainee examiner in the appropriate seat
- Debrief

Note-taking

- Need to make accurate notes sufficient to support a detailed debrief
- Tips on how to do it - brief but accurate - discreet
- Verbatim quotes useful for CRM debrief

Fail - Debriefing Points

The following is a list of suggested errors that could be introduced during the course. The list is not exclusive or exhaustive.

- Excessive bank angle
- Altitude bust
- Inappropriate action at DA or MDA
- Poor tracking
- >1/2 scale below G/S
- >1/2 scale off localiser
- Slow rotation
- High climb speed
- Level at FL with QNH on altimeter
- Descend when not within ±5º inbound track
- Continuing beyond DME limit on approach chart
- Excessive yaw on go-around
- Excessive yaw on take-off
- Speed below V2/VTOSS
- Incorrect holding speed
- Incorrect hold entry
- No wind correction and/or wind correction applied in wrong sense
- Incorrect rudder (too much or none) on engine inop. ILS
- No use of rudder trim when asymmetric not following flight director
- High ROD during visual segment of non-precision approach
- Anti-icing left off in icing conditions
- Flying straight outbound when not within ±30º etc. of outbound track
- Using incorrect missed approach point
- Landing without completing landing checklist
- Landing with incorrect flap setting
- Conducting approach with 1013 set

Simulator Exercises

A minimum of six simulator exercises, excluding the simulator familiarisation session, should be completed. This includes the 'examiner ability' check detailed in paragraph 7.2.

Maximum use of recording and playing back briefings and debriefings should be made to facilitate learning.

Suggested format of exercises:

Note: *The briefing room should be arranged so that the course tutor and any other trainee examiner(s) are on one side of the table (as a crew if applicable) whilst the trainee*

examiner giving the briefing/debriefing is on the other.

- Record trainee examiner's brief for the simulator exercise

- Conduct the simulator exercise

- Give trainee examiners time to prepare debrief

- Record the debrief with the trainee examiner who was not running the session

- Record the other trainee examiner's debrief

- Analyse both debriefs, using the recording as necessary

- Debrief the exercise

At the end of the day provide the trainee examiners with feedback on performance and details of simulator exercises for the following day.

Course Completion

- Assessment of trainee examiners' overall performance

- Debrief individually

- Recommend early application for Examiner Assessment of Competence

- Need for practice under supervision before Examiner Assessment of Competence

- Reminder that they are representing the CAA

- Course critique

- Encourage contact with CAA Training Inspector if in any doubt or uncertainty exists

APPENDIX C: EXAMINER STANDARDISATION COURSE - PROGRAMME

Typical course programme:

Day	Activity	Activity
One	Introduction Domestic arrangements Course format and roles Academics	Academics (contd.) Demo brief for simulator familiarisation and exercise 1 Exam
Two	Complete academics (e.g. debriefs) Simulator familiarisation detail Demo of debrief	Exercise 1 Brief for exercises 2 and 3
Three	Complete minor academics (e.g. sim approvals) Exercise 2	Exercise 3 Brief for exercises 4 and 5
Four	Complete minor academics (e.g. licence checking) Exercise 4	Exercise 5 Brief for exercise 6
Five	Exercise 6	Course 'wash-up'

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