Maldives Civil Aviation Authority
Republic of Maldives

SOP 526

Examiner Procedures Part 2

Flight Crew Examiner Procedures

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CAA is required to maintain a database of examiners' names and personal e-mail addresses. If you change your e-mail address, please ensure that you use the email us at ops@caa.gov.mv to inform us of any changes.

GLOSSARY AND DEFINITIONS

AAL	Above Aerodrome Level
ADI	Attitude Direction Indicator
AFM	Aircraft Flight Manual
AIP	Aeronautical Information Publications
AOC	Air Operator's Certificate
AoC	Assessment of Competence for Part-FCL
APP	Approach
ATC	Air Traffic Control
ATPL	Airline Transport Pilot Licence
ATO	Approved Training Organisation
ATQP	Alternative Training Qualification Program
Behaviour	A measurable way a person responds or reacts
CAT	Commercial Air Transport
CDFA	Continuous Descent Final Approach
CRE	Class Rating Examiner
CRE (HPCA)	Class Rating Examiner (High Performance Complex Aeroplane)
CRI	Class Rating Instructor
CRZ	Cruise
Competency	Human Performance indicator and observable behaviour
DA	Decision Altitude
DES	Descent
DH	Decision Height
EFATO	Engine Failure After Take-Off
EBT	Evidenced Based Training (including Mixed implementation EBT)
EAoC	Examiner Assessment of Competence
CAA	Maldives Civil Aviation Authority
EFIS	Electronic Flight Instrument System
EGPWS	Enhanced Ground Proximity Warning System
EVAL	Evaluation phase
EVS	Enhanced Vision Systems
FAF	Final Approach Fix
FI	Flight Instructor
FMC	Flight Management Computer
FMS	Flight Management System
FOI	Flight Operations Inspector
FPV	Flight Path Vector
GE	Ground Examiner
GND	Ground
GPWS	Ground Proximity Warning System

IFR	Instrument Flight Rules
HUD	Head Up Display
HUGS	Head Up Guidance System
ILS	Instrument Landing System
ISI	In-seat instruction
IMC	Instrument Meteorological Conditions
IR	Instrument Rating
IRI	Instrument Rating Instructor
KSA	Knowledge, Skills and Attitudes
LDG	Landing
LNAV	Lateral Navigation
LOC-I	Loss of control in-flight
LOE	Line Oriented Evaluation
LOFT	Line Orientated Flying Training
LPC	Licence Proficiency Check means Part-FCL revalidation or renewal
LST	Licence Skill Test means Part-FCL skill test of initial issue
LVO	Low Visibility Operation
MAPt	Missed Approach Point
MDA	Minimum Descent Altitude
MDH	Minimum Descent Height
MPA	Multi-Pilot Aeroplane
MPH	Multi-Pilot Helicopter
MSA	Minimum Safe Altitude
MV	Manoeuvres Validation
NDB	Non-Directional Beacon
NOTAM	Notice to Airmen
NPA	Non-Precision Approach
OB	Observable Behaviour
OM	Operations Manual
OPC	Operator Proficiency Check
Part FCL	Regulation Aircrew Annex I
Part MED	Regulation for Medicals
Performance Criteria	Statements used to define required levels of performance
PBN	Performance Based Navigation
PLS	Personnel Licensing Section
PM	Pilot Monitoring
PF	Pilot Flying
Proficient	Demonstration of necessary skills, knowledge and attitudes
PT	Public Transport
PVD	Paravisual Display

RA	Resolution Advisory
RMI	Radio Magnetic Indicator
RTF	Radiotelephony
RTO	Rejected Take-Off
RVR	Runway Visual Range
SA	Situational Awareness
SBT	Scenario based training or assessment
SE	Senior Examiner
SEP	Single Engine Piston
SFE	Synthetic Flight Examiner
SFI	Synthetic Flight Instructor
SLMG	Self-Launching Motor Glider
SMS	Safety Management System
SOP	Standard Operating Procedure
SPHPCA	Single-Pilot High Performance Complex Aeroplanes
SRE	Surveillance Radar Element
STD	Synthetic Training Device
TA	Traffic Advisory
TCAS	Traffic Alert and Collision Avoidance System
TI	Training Inspector
TEM	Threat and Error Management
TMG	Touring Motor Glider
TO	Take-Off
TSPG	Training Standards & Policy Group
TRE	Type Rating Examiner
TRE(SPA)	Type Rating Examiner (single pilot aircraft)
TRI	Type Rating Instructor
TRI(SPA)	Type Rating Instructor (single pilot aircraft)
Maldives CAA	Maldives Civil Aviation Authority
UPRT	Upset Prevention and Recovery Training
VMC	Visual Meteorological Conditions
VSD	Vertical Situation Display
VSI	Vertical Speed Indicator
3D Operation	Three Dimensional Operation
2D Operation	Two Dimensional Operation

1.1 Purpose

'The Aircrew Regulation' lays down FCL requirements related to aircrew and shall be adhered to. Extracts from regulation are quoted through this document to serve as a 'ready reference', for examiners however the regulations should be consulted as the authoritative reference.

The instructions, policy and guidance detailed in this document are for examiners conducting skill tests/proficiency checks/assessments of competence in Multi-Pilot Aeroplanes (MPA) and Single Pilot High Performance Complex Aeroplanes, (SPHPCA). Examiners shall comply with the instructions, policy and guidance contained herein.

Examiners hold a certificate detailing the privileges that they may exercise. In this role, the examiner shall be mindful that they are performing a function on behalf of the CAA in accordance with CAA Regulations and procedures, even when conducting skill tests or proficiency checks within their own company.

Nothing in this document is intended to conflict with the Aircrew Regulation or Maldives Laws. Whilst every effort is made to ensure that information is correct at the time of publication, if there are any discrepancies between the content and regulations, the latter shall take precedence.

Any advice concerning the conduct of skill tests and proficiency checks may be obtained from ops@caa.gov.mv

CAA Regulations, Forms and guidance materials are available on the CAA website.

It is mandatory for Examiners to inform Licensing Applications (ops@caa.gov.mv) of changes to their contact details.

Skill tests/proficiency checks and assessments of competence that are carried out on a Maldives licence holders should be conducted in accordance with this document and MCAR Aircrew. Knowledge of this document and its practical application is vital for the examiner's conduct and assessment of skill tests or proficiency checks.

References to the masculine gender used in this document equally apply to the feminine where appropriate and vice versa.

1.1b Applicable Rules

Table 1 – Applicable rules

ORIGIN	RULE
Acts	Act 2/2001
ICAO	Annex 1, PQs
MCAR	MCAR-Aircrew
CAAP	

1.2 Definitions

The following terms are regularly referred to and these definitions are extracted from **Part FCL**.

A Skill Test is a demonstration of skill for licence or rating issue (e.g. LST).
A Proficiency Check is a demonstration of skill to revalidate or renew ratings (e.g. LPC).
A Revalidation is the administrative action taken within the period of validity of a rating or certificate which allows the holder to continue to exercise the privileges of a rating or certificate for a further specified period consequent upon the fulfilment of specified requirements.
A Renewal is the administrative action taken after a rating or certificate has lapsed for the purpose of renewing the privileges of a rating or certificate for a further period consequent upon the fulfilment of specified requirements.
'**Assessment of Competence'** means the demonstration of skills, knowledge and attitude for the initial issue, revalidation or renewal of an instructor or examiner certificate.
'**Flight simulation training device (FSTD)'** means a device for the training of pilots which is: a full flight simulator (FFS), a flight training device (FTD), a flight and a navigation procedures trainer (FNPT) or a basic instrument training device (BITD). Note these devices are formally evaluated and issued with Qualification certificates.
'Other training devices' (OTD) means training aids other than FSTDs which provide means for training where a complete flight deck environment is not necessary. Note these devices are not certified by the CAA.
'RNP APCH' means a PBN specification used for instrument approach operations.
'RNP APCH operation down to LNAV minima' means a 2D instrument approach operation for which the lateral guidance is based on GNSS positioning.
'RNP APCH operation down to LNAV/VNAV minima' means a 3D instrument approach operation for which the lateral guidance is based on GNSS positioning and the vertical guidance is provided either by the Baro VNAV function or by the GNSS positioning including SBAS.
'RNP APCH operation down to LPV minima' means a 3D instrument approach operation for which both lateral and vertical guidance are based on GNSS positioning including SBAS.
'Route sector' means a flight comprising take-off, departure, cruise of not less than 15 minutes, arrival, approach and landing phases.
'Three-dimensional (3D) instrument approach operation' means an instrument approach operation using both lateral and vertical navigation guidance.
'**Two-dimensional (2D) instrument approach operation'** means an instrument approach operation using lateral navigation guidance only.

1.3 Examiner Certificates - General

1.3.1 Examiners

Examiners shall hold 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 privileges to instruct for them. This principle of equivalence is embedded throughout the Aircrew Regulation and, in general terms, means that one may not instruct or examine, (test, check assess or evaluate) unless one is qualified for the activity itself.

Examiners shall be qualified to act as pilot in command on the aircraft during a skill test, proficiency check or assessment of competence when conducted on the aircraft.

1.3.2 Special conditions

In the case of introduction of a new aircraft to the Maldives or in an operator's fleet, when compliance with the requirements of Part-FCL is not possible, the Maldives CAA may issue a specific certificate giving privileges for the conduct of skill tests, proficiency checks and assessments of competence. Such a Certificate shall be limited to the skill tests and proficiency checks necessary for the introduction of the new type of aircraft and its validity shall not, in any case, exceed 1 year.

1.3.3 Examination outside the Maldives

In the case of skill tests and proficiency checks provided in an ATO located outside the Maldives, the Maldives CAA may issue an examiner certificate to an applicant holding a pilot licence with examiner privileges issued by a another state in accordance with ICAO Annex 1, provided that the applicant complies with the provisions of FCL.1000(c).

The certificate referred to in paragraph 1.3.3 shall be limited to providing skill tests and proficiency tests/checks:

a. outside the Maldives; and
b. to pilots who have sufficient knowledge of the language in which the test/check is given.

1.4 Examiner Certificates, Privileges and Conditions

1.4.1 Examiner certificate andendorsements

The Examiner Certificate is issued separately to the pilot's licence and will identify which privileges the examiner may exercise.

1.4.2 Example Licensing Certificate Examiner Privileges entry:

- FE - Flight Examiner
- IRE - Instrument Rating Examiner
- CRE – Class Rating Examiner
- TRE - Type Rating Examiner
- SFE – Synthetic Flight Examiner
- FIE – Flight Instructor Examiner
- SE – Senior Examiner

1.4.3 Endorsement Meanings:

Licence Certificate Entry in (Brackets)	Privileges
(FFS)	Simulator privileges only
(A/c)	Aircraft privileges only
(A/c & FFS)	Aircraft and simulator privileges
(A/c - T/os & ldgs only')	Aircraft – take-off and landings only

1.4.4 Privileges and conditions meanings

PRIVILEGES AND CONDITIONS	TRE Aeroplane	SFE Aeroplane
Skill Tests for initial issue of type ratings	Yes	Yes
Proficiency Checks for revalidation or renewal of type	Yes	Yes
Proficiency Checks for revalidation or renewal of IRs	Yes (must hold a valid IR(A))	Yes (Current LPC*)
Skill Tests for ATPL issue	Yes	Yes
Skill Test for MPL issue (provided FCL.925 complied with)	Yes (application/approval for privileges required)	Yes (application / approval for privileges required)

AoC for issue, revalidation and renewal of a TRI or SFI certificate	Yes (application/approval for privileges required)	Yes, for SFI only (application/approval for privileges required)
Suitable to conduct OPC's.	Yes	Yes

(*) *If combined with the revalidation or renewal of a type rating, provided that they have passed a proficiency check for the aircraft type including the instrument rating within the last year. See FCL.1005.SFE.*

Initial examiner certificates are usually issued in accordance to the above table are subject to further application and approval.

If the certificate is issued for aircraft privileges only then the examiner cannot conduct testing or checking in a simulator. Similarly, if the certificate is issued for simulator privileges only then the examiner cannot conduct testing and checking in an aircraft. If an examiner wishes to add either aircraft or simulator privileges to their certificate then he will be required to undertake further training at an ATO and pass an EAoC on the aircraft or simulator as appropriate.

Evidence of completion of an Examiner Refresher Course, (Course Completion Certificate) and compliance with the examiner currency requirements, (FCL.1025), must also have been received. If this is not possible, application to **ops@caa.gov.mv** must be made for a new examiner certificate.

1.5 Limitations of Privileges in case of Vested Interests

Part-FCL.1005 states an examiner shall not conduct:

a) skill tests or assessments of competence of applicants 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.

If an examiner feels that they are being placed in a situation where their objectivity could be perceived as being compromised, guidance may be sought from the CAA, either through the assigned ATO/AOC Inspector or directly to ops@caa.gov.mv

1.6 CAA Fitness of Character Policy Framework

a The CAA has adopted a fitness of character policy which is especially relevant to examiners who are expected to act as role models for other members of the aviation business.

b Examiners' behaviour should never demonstrate unacceptable behaviour such as:
- Offensive language
- Aggressive or threatening behaviour
- Racist, sexist language
- Any form of unjust or prejudicial treatment
- Confronting staff about their competency
- Not accepting of the limitations and procedures in place
- Unsubstantiated allegations

c Fitness of Character Policy Framework;
The CAA must be satisfied that all individuals licensed by us demonstrate the following behaviours:
- Trustworthiness – the ability to be relied on as honest and truthful
- Propensity to obey rules – demonstrably being consistent in applying the rules, in spirit and letter

d When considering these behaviours, the CAA will take into account the overriding need to maintain public confidence in the individuals that we license.

e Specific information that may call into question fitness of character includes, but is not limited to, the following:
- Criminal convictions or civil sanctions.
- Anyone convicted of an aviation related offence or dishonesty offence is unlikely to be regarded as having fitness of character.
- Convictions for unrelated offences may be relevant when considering propensity to obey rules.
- Falsification of records.
- Providing false information.
- Previous licensing or enforcement action has been undertaken.
- Dishonest behaviour.

f This fitness of character policy sits alongside any competence or skills and medical fitness requirements that must be demonstrated by individuals and post holders in order to be licensed by the CAA.

g In dealing with a fitness of character decision, the CAA will clearly and consistently review individual behaviours using the information available to us.

h In reaching a decision we will consider all potential outcomes ranging from taking no action to proposing to revoke a privilege or licence. Taking no action is as critical a decision as taking formal

action. We will record and be able to explain subsequently our reasons for making, or not making, a decision.

1.7 Prerequisites for Examiner

a FCL1010 states the general prerequisites for all examiners which include demonstrating relevant knowledge, background and experience, including personality, character and cooperation with the CAA.

b FCL1010.TRE states additional prerequisites which includes a minimum of 500 hours as PIC of multi-pilot aeroplanes. PICU/S hours may not be included. This may preclude some pilots who have not held a command from becoming TREs but note that this requirement doesn't exist for SFEs. (Note: for SPHPCA the requirement is 200 hours). There is also a requirement for a minimum of 50 hours of flight instruction, which is defined as instruction for the issue, revalidation or renewal of the type rating.

c A TRE shall hold a valid Class 1 Medical Certificate issued in accordance with Part-MED.

d An SFE shall satisfy the prerequisites as detailed in Part FCL.1010.SFE. If the type rating is held, the licence should be signed, application forms must be completed and sent to CAA.

1.8 EXAMINER STANDARDISATION

a. Applicants for Examiner Certificates are required to have completed an examiner standardisation course provided by the Maldives CAA or by an ATO approved by the Maldives CAA. The content of the Standardisation Course is detailed in Part-FCL.1015, AMC1 FCL.1015, AMC2 FCL.1015 and GM1 FCL.1015.
b. For revalidation of an Examiners Certificate see **paragraph 1.9 and 1.11.**
c. For renewal of an Examiners Certificate see **paragraph 1.10 and 1.11.**

1.9 EXAMINER VALIDITY

a. TRI and SFI certificates shall be valid for three years and valid until the last day of the month and shall be revalidated in accordance with Part-FCL Subpart J.
b. TRE and SFE certificates shall be valid for three years and valid until the last day of the month and shall be revalidated in accordance with Part-FCL Subpart K. Consequently, an instructor who is also an examiner may have different expiry dates for the two qualifications.
c. Examiners should note that examining privileges may only be exercised when the corresponding instructor qualification is valid.
d. FCL.1025 To revalidate an examiner certificate, an examiner shall have conducted six tests, checks, assessments of competence or EBT evaluation phases during the validity period. If the recency falls below 2 events per year, observation by a Senior Examiner or experienced examiner within the organisation may be appropriate to confirm continued competence. Heads of Training should make this decision, but if any doubt exists, CAA guidance should be sought.

1.9.1 Examiner medical status

a. A TRI/TRE who encounters a loss of class 1 medical certification may continue to conduct tests in an FFS only under the following circumstances:
b. The TRI/TRE has FFS privileges on existing certificates;
c. Respective SFI and SFE certification has been applied for and is in process;
d. Validity requirements to hold and exercise an SFI and SFE are complied with;
e. Acceptance has been gained from the Maldives CAA Flight Operations; a temporary licensing certificate for the SFI and temporary Examiner Certificate for the SFE has been issued by an Authorised Maldives CAA Inspector;
f. The examiner and ATO must state that they have adopted the risk and assessed the examiner as fit to conduct the detail without any detriment to safety, the effectiveness of the test to be conducted or the well-being of the instructor or examiner.
g. Once an SFI/SFE has been issued, they may remain on an examiners licensing certificate and the SFI/SFE privileges may be exercised at any time provided the validity requirements of the SFI and SFE as defined in Part-FCL subpart J and K are fulfilled. Upon regaining class 1 medical certification the examiner may return to exercising TRI and TRE privileges, provided the validity requirements of a TRI and TRE as defined in Part-FCL subpart J and K respectively are fulfilled.

1.10 Examiner Revalidation (FCL.1025)

a. To revalidate an examiner certificate, holders shall comply with all of the following conditions:

   i. before the expiry date of the certificate, have conducted at least six skill tests, proficiency checks, assessments of competence, or EBT evaluation phases during an EBT module referred to in ORO.FC.231. Note that whilst the requirement is 6 events over three years, currency as an examiner should be maintained throughout the period. Note that a check of two pilots counts as a single event on the basis that there is a single brief and debrief.
   ii. in the period of 12 months immediately preceding the expiry date of the certificate, have completed an examiner refresher course which is provided by the CAA or which is provided by an ATO and approved by the CAA;
   iii. in the period of 12 months immediately preceding the expiry date of the certificate, one of the skill tests, proficiency checks, assessments of competence or EBT evaluation phases shall have been assessed by a CAA Inspector or Senior Examiner(SE). When arranging this EAoC, the examiner shall ensure that there is sufficient seating for all occupants in the simulator or aircraft and that the CAA Inspector/SE is able to listen to all communications.

b. Examiners may make arrangements for the EAoC at any mutually convenient time during the 12 months preceding the expiry date. The new validity will run for three years from the expiry date of the current certificate.
c. The EAoC shall be conducted in accordance with the format as described in Appendix 1.
d. In addition to the three-yearly EAoC, CAA Inspectors may make routine interim checks, sometimes without notice. The purpose of these is primarily liaison and standardisation; however, continued certification will depend on a satisfactory standard as an examiner being observed.
e. When the applicant for the revalidation holds privileges for more than one type within the same examiner category, combined revalidation of all types shall be achieved when the applicant passes an assessment of competence on one of the types and meets the recency requirements for the other types.
f. Combined revalidation of TRE/SFE may be achieved by passing a single Assessment of Competence if the TRE is FFS only. Cross crediting is not permissible between TRE/SFE and SE or other category of examiner such as CRE, FIE, FE etc.
g. The examiner shall demonstrate continued compliance with FCL.1010 Prerequisites for Examiner and FCL.1030 Conduct of skill test, proficiency checks and assessments of competence.
h. If the EAoC is conducted in the simulator then the examiner privileges will be restricted to simulator only. This restriction will be lifted when the examiner has conducted an EAoC in the aircraft. If the examiner has both simulator and aircraft privileges the EAoC conducted in the aircraft will automatically revalidate the simulator privileges.
i. Aircraft privileges may be revalidated in an FFS provided an initial AoC had been completed in an aircraft. If the TRE aircraft privileges are revalidated in an FFS, the AoC shall include an in-seat exercise simulating aircraft examining. If an examiner holds FFS privileges on one type and aircraft privileges on another type, two separate assessments of competence will be required.

1.11 Examiner Renewal

a. If an examiner certificate has expired, the applicant will be required to attend an examiner refresher course and undertake an EAoC. The expiry of the certificate shall be three years from the date of the EAoC. (Note: an examiner refresher course is valid for one year)
b. If the time since expiry is significant, it is expected that candidates will undergo some form of practical refresher training by conducting tests, checks or assessments of competence under supervision of a SE or an FOI prior to applying for an EAoC.

1.12 Examiner Refresher Course

a. Part-FCL 1025(b)(2) – Revalidation and renewal criteria for examiner certificates includes the requirement for the holder 'in the period of 12 months immediately preceding the expiry date of the certificate, have completed an examiner refresher course which is provided by the CAA or which is provided by an ATO and approved by the CAA.

b. Scope
The examiner refresher course will provide refresher training to examiners that covers their knowledge and practical understanding of all elements of the examiner standardisation course syllabus as detailed in AMC1.FCL.1015. It shall also cover changes in regulation and policy which have occurred since the delegate examiner completed his or her initial examiner standardisation course or last course and include subjects as promulgated periodically as required by the CAA. The CAA will closely monitor provision of this approved activity.

c. Requirements for examiner courses are as follows:
General:

i. An ATO must hold a specific approval from the CAA to conduct examiner courses. These are required to be monitored as part of the CAA management system and shall be periodically audited.
ii. An examiner refresher course will normally be a full day course and examiners shall attend the whole of the course. To gain maximum benefit from sharing feedback and experience, courses are ideally held with a number of candidates present. This will be subject to CAA oversight. If one of the courses are required for individuals, the CAA shall be informed.

The facilitator of the course shall either be a CAA Inspector, a Senior Examiner or a TRE course tutor.

Other persons may be accepted at the discretion of the CAA. Persons shall be nominated by the ATO for the purpose.

i. An examiner course does not fulfil the requirements of an instructor refresher course , however some ATO's may incorporate an acceptable element of instructor refresher alongside the examiner elements within this course.
ii. An examiner shall attend an examiner refresher course in the last year of their validity period. Whilst not a formal requirement, it is recommended that examiner attend a refresher course prior to conducting an assessment of competence.
iii. The ATO shall establish a procedure with the CAA for informing the CAA of an individual's attendance at a course , for example a Course Completion Certificate. Once completed, this should be sent by the candidate or the ATO to ops@caa.gov.mv with any respective application for revalidation of an examiner certificate.

1.13 Required Course Content:

In addition to the requirements of AMC1 FCL 1015, examiners and refresher course providers should ensure the following topics are addressed.

a. A review of current and revised CAA policies, Forms, Standards Documents, Information Notices, Guidance material, Circulars etc.
b. Vested interests of examiners.
c. Procedure for the conduct of assessments of competence for the TRE/SFE AoC
d. Procedure for the assessment of competence for TRI and SFI certificates.
e. Applicability of appeal procedures under CAA Regulations.
f. Examiner briefing and debriefing techniques incorporating Human Factors, TEM, facilitation.
g. Data protection regulations
h. Health, safety and environment
i. Additional content as periodically advised by the CAA.

1.14 Application and Administration Procedure

1.14.1 Application procedure

a. For an initial application, once the Examiner Standardisation course has been booked, the examiner applicant will submit an application to ops@caa.gov.mv. This should normally be at least 04 weeks before the requested EAoC.
b. For a revalidation, an application for an EAoC together with the appropriate fee shall first be sent to ops@caa.gov.mv a minimum of 04 weeks prior to a requested assessment date.
c. Where an applicant requests that an EAoC is conducted by an SE, this is a discretionary approval by ops@caa.gov.mv
d. It is the responsibility of Examiners to notify ops@caa.gov.mv immediately of any changes to their circumstances that may affect the validity of the certificate and any privileges attached. Examples of such changes could be: change of aircraft type, ceasing to exercise the privileges of the certificate, loss of licensing privileges and medical fitness.
e. Log Books and Licences need not be submitted unless requested.
f. No applications will be progressed unless the application form has been completed correctly and together with all the relevant fees. The CAA makes no provision for the production of an invoice before payment is made.
g. Fees payable id applicable are laid down in MCAR-187
h. On completion of the Examiner Standardisation Course, the applicant shall ensure that they have been given exposure to company OPC/LPC/LSTs by observation and supervision. The chief instructor, course tutor or a senior examiner shall confirm that the applicant is fully trained by submitting relevant applications prior to the EAoC.

For General Enquiries on Examiner matters, including CRE Certificates and Applications:
E-mail: **ops@caa.gov.mv**

1.14.2 Administration Procedure for the Applicant under test

After debriefing the crew, the examiner shall complete the required documentations as below:

a) PASS

i. CAA Form1158 to be retained by examiner, or company equivalent.
ii. CAA Form 2199 - Examiners Report (Aeroplane) for Class, Type, Instrument Ratings, ATPL, Instructor and Examiner Skills Test
iii. CAA FORM 2199 - Examiner Report(A) for Class, Type, IR & ATPL Skills Test Airoperation

One copy to be given to the applicant, and copies to the CAA for the applicant and the examiner, and one copy retained for the examiner's record.

Note: Some large ATO's/operators have an arrangement with the CAA where the data required for an CAA Form 2199 is submitted monthly via a spreadsheet or electronic report. This may be used in lieu of CAA Form 2199 if accepted by the CAA. Operators should email ops@caa.gov.mv to apply for this concession.

iv. Sign the Certificate of Revalidation in the applicant's licence if authorised to do so.

Note: If a candidate's certificate of revalidation section is full, an additional certificate of revalidation page may be obtained by emailing ops@caa.gov.mv This may be completed and retained alongside the licence as evidence of a valid rating.

b) PARTIAL PASS (failure of five items or less) or INCOMPLETE (items outstanding)

i. CAA Form 1158 to the applicant to present to the next examiner and one copy for the examiner's record.
ii. CAA Form 2199 – May be required if the 2nd attempt is going on to be conducted by a third- party examiner or ATO and the examiner wishes to formalise retraining and retesting requirements.
iii. If the check is not completed in one session and one or more items have been failed, (Incomplete but with a provisional result of Partial Pass) an examiner should consider completing CAA Form 2199 or CAA Form 2129 to formally advise the candidate that privileges may not be exercised until the check is completed and all items passed.

c) For a FAIL (more than five items or a failed re-test)

i. CAA Form 1158 to be retained by examiner.
ii. CAA Form 2199 One copy to be given to the applicant and copies to the competent authorities responsible for the applicant and the examiner, and one copy retained for the examiner's record.

Note: FCL.1030(b)(3) requires the examiner to provide the applicant with a signed report of the skill test or proficiency check and submit without delay copies of the report to the CAA.

This report shall include:

- A declaration that the examiner has received information from the applicant regarding his experience and instruction, and found that experience and instruction complying with the applicable requirements in this Part;
- Confirmation that all the required manoeuvres and exercises have been completed, as well as information on the verbal theoretical knowledge examination, when applicable.
- The result of the test, check or assessment of competence. If an item has been failed, the examiner shall record the reasons for this assessment;
- The examiner report form CAA Form 2199, or company training records if accepted by the authority, contains the necessary information to meet this requirement.

1.14.3 Revalidation of Single Engine, Single Pilot class ratings following completion of an MPA / SPHPCA proficiency check / skill test.

FCL.740.A permits single-pilot single-engine, (SPSE) class ratings and TMG ratings to be revalidated by passing a proficiency check or by a combination of experience and refresher training. The candidate is exempt from the refresher training if they have passed a class or type rating proficiency check or skill test in any other class or type of aeroplane.(See FCL.740.A)

TREs and SFEs may revalidate a candidate's SPSE class rating on successful completion of an LST or LPC if evidence of the currency requirements is provided.

Unless an examiner is fully familiar with the procedure and the appropriate forms to be submitted to the CAA and is satisfied with the logbook evidence provided by the applicant, the licence should not be signed and guidance should be sought.

1.14.4 CAA Form 2199 – The Examiner Report Form

The Examiner Report Form is made up of five sections. The completion of the form is self-explanatory.

Section 1 contains the applicant details.
Section 2 contain the examiner certificate of completion for a skill test, proficiency check or revalidation of experience for multi and single pilot type and class ratings, ATPL skill test and instrument ratings.
Section 3 is used for instructor assessments of competence.
Section 4 is used for examiner assessments of competence.
Section 5 is the new Notice of Failure section. When giving the reason(s) for failure state which items were failed and give details of why those items were failed.

Note that CAA Form 2129 may also be used to notify failure.

The training requirement should prescribe the minimum amount of simulator/aircraft time and whether the training is handling, non-handling or both. It shall state the tasks or competencies to be trained.

The Examiner Report From is required to be retained by the examiner for 5 years. A copy of the form should be given to the applicant and a copy of the form sent to the CAA for both the applicant and the examiner.

Care shall be taken to ensure that the applicant reads, as well as signs, this form. Best practice is to read through the completed form with the candidate

Any comment on, or disagreement with, an examiner's test/check evaluation/assessment made during a debrief will be recorded by the examiner on the test/check report, and will be signed by the examiner and countersigned by the applicant in the event of a failure. If the candidate refuses to sign the form, this should also be noted.

Operators need to ensure that this requirement is catered for in their check recording systems.

The examiner report form requires that a minimum training recommendation be made. If the examiner cannot decide what this retraining is to be (for whatever reason) then the form shall still be issued and the wording similar to "Retraining requirements to be decided by the ATO" should be entered against this requirement.

Forms for the issue, revalidation or renewal of type and class ratings are available electronically via the CAA website.

1.14.5 MPA Type Rating, Skill Test and Proficiency Check Schedule - Examiner's Record (CAA Form 1158 - MPA and SP HPCA Training, Skill test or Proficiency check for ATPL, MPL and type ratings)

Where companies combine the licensing check with an operator check they may use an approved customised form, provided that the schedule of items remains the same.

The combined form shall be used by the examiner to record the details and results of skill tests and training for the initial issue of an MPA and SPHPCA type rating and/or application for the grant of an ATPL, the proficiency check and instrument rating revalidation.

Sections one to five shall be completed. Section six is for pilots employed by companies holding approval for Low Visibility Operations (LVOs). It is a stand-alone item and does not affect the skill test or proficiency check. However, if it is failed the applicant cannot carry out LVOs.
CAA Form 1158 primarily covers the technical requirements of a test, however both technical and non- technical competence shall be checked and an individual can be failed for any unacceptable technical or non-technical deficiency.

1.15 Skill Tests and Proficiency Check Scheduling

The applicant shall have completed any required training courses, theoretical knowledge examinations, remedial instruction or refresher training at an ATO as required. The examiner shall determine that the applicant is eligible to take the test or check. He shall check that prior to an LST all the practical training has been completed and initialed by the instructor. Prior to all renewals there is a requirement for an assessment to be made by an ATO with regard to refresher training. The extent of the refresher training is determined by the ATO and shall comply with AMC1 FCL.740(b) and AMC1 FCL.625(c) IR. This will require the ATO to issue the applicant with either a certificate or other approved documentation confirming that the assessment of training has been conducted and that any training deemed necessary has been carried out. Even if the ATO concludes no refresher training is required the certificate or other approved documentation must be issued. Therefore, the examiner should not conduct any renewals unless the applicant presents such documentary evidence.

For large operators or ATO's, where a rating has expired no longer than 3 months and where procedures for management of expiries and recency are defined with operations manuals and accepted by the CAA, an examiner may conduct a renewal proficiency check or AoC without a certificate of training completion.

Candidates holding both Maldives and other CAA licences, for LST/LPC, the test or check must be conducted by a Maldives examiner in accordance with Maldives regulations, procedures, policy and guidance.

Tests/checks must follow Maldives procedures.

The mandatory items to be covered in the skill test/proficiency check are identified in Form CAA Form 1158.

The examiner shall conduct each skill test or proficiency check in such a manner as to conform to this guidance given by the Maldives CAA and ensure that each applicant is allowed adequate time to prepare and perform the manoeuvres required by the test/check.

During a proficiency check the examiner shall verify an acceptable level of competence according the minimum standards required by Appendix 9 and, if appropriate, the ATO or AOC grading system.

1.16 Licensing Skill Test and Licensing Proficiency Check

1.16.1 Licensing Skill Test

The skill test for the type rating shall be carried out when all the training elements have been satisfactorily completed. These items are titled “practical training”. The instructor will have signed the relevant boxes once a satisfactory standard has been achieved. The examiner should sample the items covered by the instructor to ensure standardisation of training as it forms part of the management system. The examiner may test any item but shall include those items marked “M” which are mandatory.

The applicant shall pass all items of the skill test (see assessment system below) within six months of commencing the type rating course. The application for the rating shall be made within six months of passing the skill test.
For both MPA and SPHPCA the test will grant an Instrument Rating for the type and may be combined with the OPC.

Note: Form CAA Form 1158 may be used to both evidence completion of the minimum required training items and for recording items tested. However, operators may utilise their electronic training records as an alternative method, once accepted by the Maldives CAA

1.16.2 Licensing Proficiency Check

All above applies except “practical training” can be ignored, as can the items marked “M Skill test only”.
Items 3.4.0 to 3.6.9 – the Authority recommends that an examiner should rotate the six selected items to ensure that all items are checked over a three-year period or as agreed with the CAA.

AMC1 ORO.FC.230(a)(4)(i)(A) requires non-ATQP operators to establish an aircraft/FSTD training programme which ensures that all major failures of aircraft systems and associated procedures will have been covered in the preceding three year period. A major failure is interpreted to mean a failure of part of an aircraft system which places a significant demand on a proficient crew. 'Box ticking' by introducing very minor failures should be avoided.

Note: Three items is the minimum number of items from each of the two groups.

1.16.3 Skill Test/Proficiency Check Retraining

Following a partial pass the examiner may recommend additional training. After a failed test or check retraining is mandatory as determined by the examiner. This retraining can be given at any appropriate time but shall be completed before any re-test items are flown. There is no limit to the number of skill tests/proficiency checks that may be attempted. (A company may have its own policy on the matter).

1.16.4 Proficiency Check Validity

A proficiency check is valid for one year from the date of the check including the remainder of the month. If the proficiency check is carried out within three months of the expiry of the rating then the new expiry of the rating is one year from the current expiry.

1.17 Instrument Rating Privileges

Cross-crediting of the Instrument Rating (IR) part of a type rating proficiency check will be in accordance with Appendix 8 to Part-FCL of the Aircrew Regulation.

1.18 Language Proficiency

Examiners may assess language proficiency during a skill test, at Level 6, (Expert) only.

Guidance for examiners and candidates may be found on the CAA website, and in FCL.055 and Appendix 2 to Part FCL.

Unless an examiner is thoroughly familiar with the assessment procedures and the Pronunciation, Structure, Vocabulary, Fluency, Comprehension and Interactions standards which must be demonstrated to achieve Level 6, they should not conduct a language proficiency assessment and guidance should be sought. Candidates should be referred to a ELP Assessor.

A list of ATOs specially approved by the CAA to conduct language assessments may be obtained upon requesting to ops@caa.gov.mv.

1.19 Enforcement Actions - Limitation, Suspension and Revocation

In case of an enforcement action the Inspector will notify the examiner holder by letter, detailing the limitation, suspension or revocation of the approval. This letter will reference the possibility of an appeal under Chapter 9 of Act 2/2012. SOP 140 provides more details regarding the procedure to be followed, the criteria for investigation, and action to be taken by the MCAA.

1.20 Appeal

A person/organization may appeal a decision made by CAA under Chapter 9 of Act/2/2012. This will be handled by the CAA legal team. Once a decision has been made, the applicant's file needs to be updated with all the correspondence for records.

Refer to Chapter 11 of CAA SOP 140 – Enforcement Manual

APPENDIX 1 – Examiner Assessment of Competence, LST/LPC/OPC

A1.1 The aim of the EAoC is for the examiner to demonstrate his competence to exercise the privileges of an examiner certificate. Should an examiner fail an EAoC, they will be presented with the examiner report form CAA Form 2199 - Examiners Report (Aeroplane) for Class, Type, Instrument Ratings, ATPL, Instructor and Examiner Skills Test and shall undergo suitable retraining, as determined by the Head of Training of an ATO and agreed with the Flight Operations Manager (Training) before being retested.

The combination of Maldives and other CAA Examiner Assessments of Competence is not acceptable.

A1.2 For the purposes of the EAoC, the crew under check should be representative and properly constituted. The crew should not normally contain a Senior Examiner or another Examiner and a crew comprising two examiners / Senior Examiners is not acceptable.

For initial EAoCs, the crew should not include any examiners.

Routine scheduling of instructors as candidates should also be avoided.

The justification for this policy is that the ability of a Senior Examiner or CAA Inspector to accurately assess an examiner's competence may be compromised by the presence of instructors or examiners as candidates.

If EAoCs are not scheduled in accordance with this paragraph, there is a risk that assessments may be cancelled at short notice, by the CAA Inspector allocated for the task.

In exceptional circumstances, justification for deviations from this policy should be referred to ops@caa.gov.mv.

Note: In this context, “Representative and properly constituted” means a line Captain and First Officer for LPC/OPC, or 2 Captains if the operator’s procedures allow 2 Captains to fly together and they are both appropriately qualified. For LST, 2 First officers is acceptable.

Pilots being assessed should be Maldivian Licence holders. The test or check must be conducted in accordance with Maldives regulation, policy and guidance.

Some organisations roster a 'cover' examiner to occupy an observer's seat. This is acceptable provided this person is unobtrusive and plays no part in the proceedings.

CAT operators should also refer to ORO.FC.230.

A1.3 When the EAoC is conducted in a simulator for the initial issue or revalidation of an examiner certificate the test/check shall be a skill test, licence proficiency check, operator proficiency check or a combination of these observations of an LOE is not acceptable.

For examiners holding (a)(5) privileges, observation of an instructor AoC is acceptable for revalidating an examiner certificate and is to be encouraged.

For operators conducting the EAoC within a mixed implementation EBT programme, the EAoC may be conducted within the evaluation and manoeuvres validation phase. The EVAL and MV EBT phases should include all mandatory items, An EAoC may not be conducted wholly or partially within the SBT phase.

A1.4 For extension of an examiner certificate to further types, an assessment of competence is not required, however, further practical training on the new type may be required, consisting of the conduct of at least one test or check profile under the supervision of a qualified examiner on the applicable type. A further examiner check on the new type may be required, which may be supervised by an inspector of the CAA or a suitably authorised senior examiner.

[See AMC1 FCL.1015]

If necessary, guidance should be sought from the CAA.

Note that extension of examiner privileges e.g. the addition of aircraft privileges will require an EAoC.

A1.6 When arranging a test, the examiner shall ensure that there is sufficient seating for all occupants in the simulator and that the CAA Inspector or SE is able to listen to all communications.

The examiner can expect to be contacted by the SE or CAA Inspector a few days before the EAoC to confirm the details, including the scenario, the constitution of the crew etc. A copy of the examiner's licence and refresher course certificate may also be requested.

A1.7 The Format of the EAoC

A1.7.1 The CAA Inspector or SE will brief the examiner under assessment, detailing the purpose and format of the assessment. He will then introduce himself to the crew and explain his presence.

A1.7.2 Prior to the Simulator detail, the examiner under assessment will:

a. Give a Safety briefing for the briefing room
b. Brief the crew for the test/check.
c. Check the crew's licences at an appropriate stage of the briefing.

A1.7.3 Conduct of the Simulator Detail

The examiner under assessment will:

a. If an FFS is used, check that it is certified by the CAA for skill tests and proficiency checks. The examiner must also be able to confirm that the ATO/AOC has approved the device for use. For OPC's, the AOC shall also have approved the device for use as part of their management system and categorized differences in accordance with AMC1 ORO.FC.145(d).
b. Complete the initial entry in the technical log.
c. Check the serviceability of the simulator, both visually and with regards to the technical log.
d. Give a Safety briefing for the simulator even if it is day two of the check.
e. Make effective use of available simulator functions and time to create realistic training and checking. Use standard radiotelephony and correctly simulate the Air Traffic Control (ATC) environment and procedures.

Note: Simulator safety is particularly important as direct access to the outside world is removed when the motion is turned on. Knowledge of escape procedures and safety devices is vital, as a fire inside the simulator can be fatal. The examiner is under assessment, and as such the CAA Inspector or SE has the responsibility to assess the entire Safety briefing no matter how familiar with the device he may be.

A1.7.4 Post-simulator or Flight Procedures

a. Immediately after exiting the simulator or returning to the briefing facility, the crew should be encouraged to retire to a suitable rest area. No indication of the test result should be given at this stage.
b. The examiner under assessment will complete the simulator or aircraft technical log.
c. The examiner under assessment will be given time to review his contemporaneous notes and then give the CAA Inspector or SE a summary of his assessment.
d. Then the CAA Inspector or SE will give the examiner under assessment time to formulate his debriefing.
e. The examiner under assessment will debrief the crew.
f. When the examiner under assessment has completed his debriefing, the CAA Inspector or SE may discuss and clarify any points arising from the detail.
g. The examiner under assessment will have an oral check of knowledge of rules and regulations pertaining to privileges i.e. Part-FCL Subparts F, J and K, CAA additional guidance, policy and procedure i.e. Standards Docs
h. The CAA Inspector or SE will check the correct completion of check forms, certificates of revalidation etc.
i. The CAA Inspector or SE will debrief the examiner under assessment.

A1.7.5 CAA Inspector or SE Administration Procedures for an EAoC

After an EAoC has concluded, the CAA Inspector or SE will complete the CAA Form 2199 including details of the Assessment conducted, a narrative on performance of the examiner and award grades in accordance with the examiner competencies and performance markers.

a) PASS:

Complete CAA Form 2199 and e-mail to ops@caa.gov.mv.
If required, issue a provisional authority or temporary document and dated for an 8-week validity.
The candidate should be given one copy and the other retained by the CAA Inspector or SE.

b) FAIL:

Examiner Report Form CAA Form 2199 – one copy should be given to the examiner under assessment, one copy to Examiners and one copy to be retained by the CAA Inspector or SE.

A1.8 Aim of the test/check

A1.8.1 The aim of the test/check is to:

a. determine whether, by practical demonstration, the applicant has reached/maintained the required level of competence for the rating. The standard competency framework or an organisation's adapted competency model should be used;
b. improve the standards of instruction and training by feedback of those exercises and procedures which are commonly failed; and

c. ensure that safety operational standards are maintained, and where possible improved, throughout the aviation industry.

A1.9 Conduct of the test/check/AoC -general

A1.9.1 When conducting the test/check or AoC examiners shall;

a. ensure no language barriers exist;
b. ensure the applicant complies with all the qualifications, training and experience requirements.
c. ensure the applicant is made aware of the consequences of providing incomplete, inaccurate or false information related to their training and flight experience.
d. CAA forms such as 2199 include a clear statement which provides clarity regarding false representation and may be referred to by examiners when briefing candidates. Organisations such as large ATOs and AOCs which have received approval not to use CAA forms such as the 2199 should ensure that applicants are aware of the penalties for false representation.

A1.9.2 After completing the test/check or AoC examiners shall maintain records for a period of five years for all skill tests, proficiency checks and assessments of competence performed and their results. This record shall show the date of the event, the applicant's name, type of event, the aircraft or simulator code used, the result and confirmation that the licence was signed.

Responsibility for the retention of records lies with examiners in accordance with FCL 1030 (c).. It is not acceptable to rely on an employer's training records system. If it is likely that a Regulation 6 review will be requested, or the result is contested by candidate examiners are advised to retain all contemporaneous notes for a suitable period.

A1.10 Conduct of the test/check – Appendix 9/CAA Form 1158

A1.10.1 The items marked M (mandatory) on form CAA Form 1158 and in Part-FCL Appendix 9 show the minimum practical exercises that shall be tested/checked. At the discretion of the examiner additional items may be selected from the "practical training" to be tested/checked and are encouraged to do so. If additional items are to be included in the test/check, they shall be briefed, although it is not necessary to be prescriptive. CAA Form 1158 only defines the technical requirements of training and testing in accordance with Appendix 9; non-technical competency shall be incorporated and assessed throughout in accordance with Part FCL Appendix 9.

A1.10.2 The test/check is a two-attempt test/check. The applicant should fly all items at attempt number one prior to retesting any item (attempt number two). There may be some exceptions. When conducting the test/check in an aircraft, it may be inappropriate or impossible to complete the first attempt due to ATC or external influences. This flexibility would not be appropriate or required during simulator testing/checking.

A1.10.3 Failure in more than five items at the first attempt will require the applicant to take the entire test/check again. Any applicant failing not more than five items shall take the failed items again.

A1.10.4 Failure in any item of the re-test/re-check (attempt number two) including those items that have been passed at a previous attempt, will require the applicant to take the entire test/check again.

A1.10.5 Attempt 1.

If the applicant is in the process of completing his first attempt at the test/check and he fails an item that he has previously passed, it is now recorded as a fail at attempt number one. This could mean overwriting a previous examiner's entry on the CAA Form 1158 form. If an item is not flown to the required standard more than once during the first attempt at the check, or a competency is deficient on numerous occasions during the first attempt, this does not constitute failure at a second attempt because the check has not been completed and a debrief given. Rather, this constitutes multiple instances of the same issues and should still be recorded as failed item(s) during attempt number one.
Attempt 2 and Retest of items.

Part-FCL states "failure in any item of the re-test/re-check including those items that have been passed at a previous attempt will require the applicant to take the entire test/check again". This statement has been widely misunderstood. The key is in the words re-test/re-check. The attempt number one should have been completed in total. If there are any failed items, the examiner carries out attempt number two. Now the rule applies. It is therefore advisable to avoid flying a manoeuvre that the applicant has already passed. There are many ways around this problem. For example, give the other pilot some of the flying (in an aircraft the examiner can take control) up to the point of the item to be re-tested. In a simulator, the aircraft could be airborne repositioned and put in position freeze until the applicant has settled down, or in the case of a failed go-around use a different type of approach to any previously assessed as a vehicle to get to minima.

However, if the candidate is going to fly something previously passed and it is to be assessed, the applicant shall be briefed accordingly. During the second attempt, items shall not be repeated.

A1.10.6 If the skill test/proficiency check is terminated for reasons considered adequate by the examiner only those sections not completed shall be tested in a further flight. If there is a good reason that a check cannot be continued, the applicant may return to line operations providing that the applicant has not failed any item, and the rating has not expired. If any items were failed on the first flight, all items not completed on the first attempt shall be tested separately, before any re- test is undertaken.

A1.10.7 If an applicant fails to achieve a satisfactory standard in an item, he will be re-tested in that item. Such re-tests shall be indicated on company training records and also the CAA Form 1158 form. The examiner may stop the test/check at any stage if it is considered that the applicant's competency requires a complete re-test or re-check.

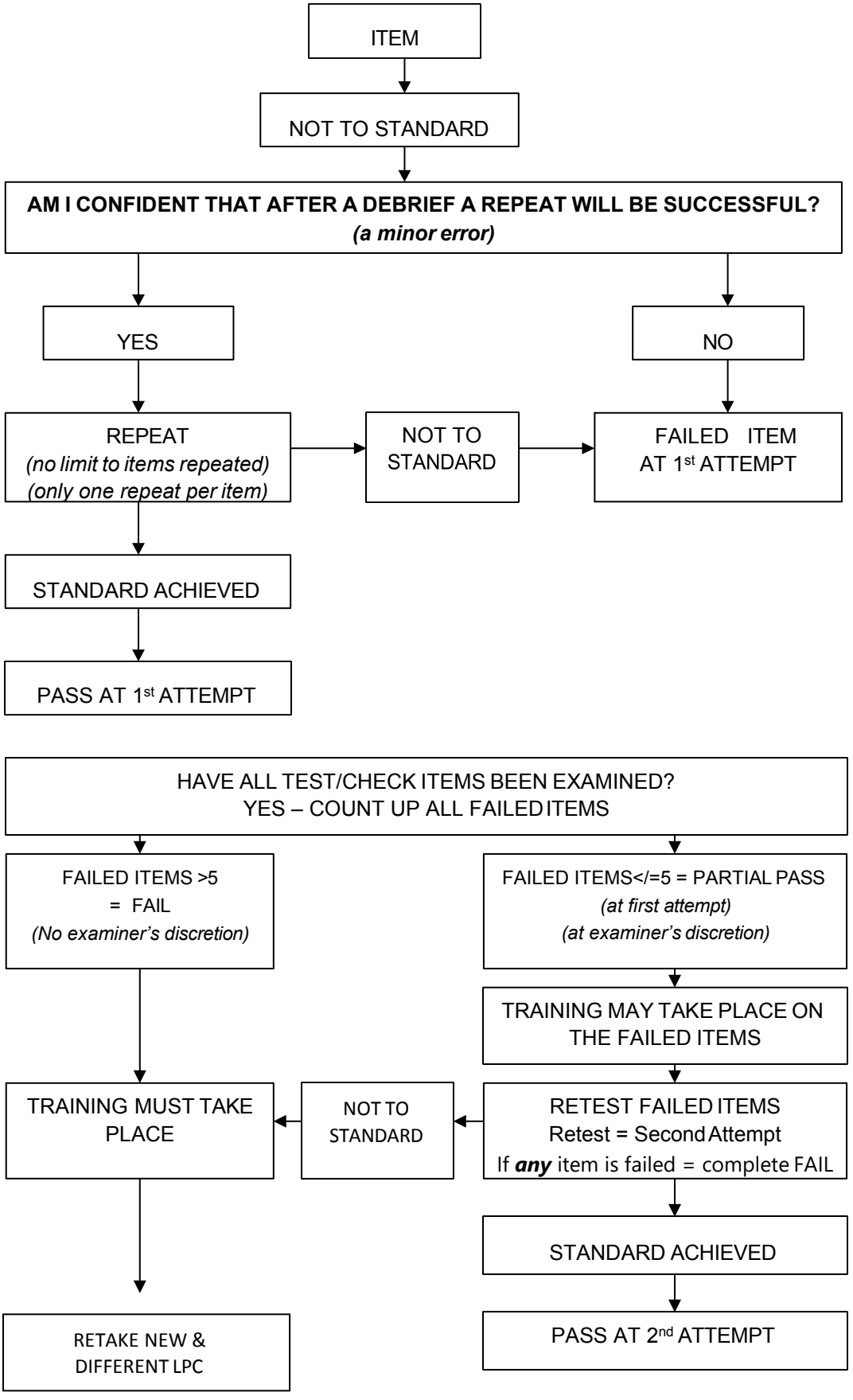
A1.10.8 Repeats.

At attempt number one the examiner may use his discretion to repeat any item(s) of the test/check once. The option to repeat any item is not a right of the applicant. As general guidance, the examiner should only exercise his discretion to repeat an item when they consider that the applicant has made a minor error and the applicant is aware of the issue and how to resolve without requiring further training. A 'hot' debrief by the examiner is appropriate to establish the nature of the error and corrective action required by the applicant.. This discretion should not be used if

further training is required. If retraining is required it should be done prior to a retest, i.e. a second attempt. Repeats may not be carried forward to another simulator detail/flight unless the test was originally planned as a two-day event. If an examiner decides that a repeat is appropriate in any item, it would not usually be passed to day 2. If this cannot be resolved within the same detail, the examiner should consider awarding a fail in that item to ensure the crew member does not exercise the privileges of their rating until the issue is resolved. Repeats shall not be passed on to another examiner.

A1.10.9 Although technically all items of the test schedule may be repeated once, this is not in the spirit of the repeat discretion. If the applicant's performance is such that several items need repeating, the candidate is clearly not up to the required standard and the discretion to repeat should not be exercised further. Repeats are not recorded on the relevant CAA Form 1158 form but shall be recorded on company paperwork.

EXAMPLE PASS / REPEAT / FAIL FLOWDIAGRAM



A1.10.10 Should the examiner consider that the applicant was not performing satisfactorily due to any external influence or distraction then the exercise should not be assessed. An example of this may be noisy engineering work outside of a simulator.

A1.10.11 If a pilot has presented himself for check and has not declared himself unfit prior to the test, it is reasonable to assume that he would have presented himself for a flight. It is not acceptable post-test for him to complain that he was unwell. If a pilot appears unwell, the examiner should verbally confirm whether the candidate is fit enough to undergo the test and record the fact.

A1.10.12 The skill test/proficiency check format for the test/check is intended to simulate a practical flight where possible, i.e. a commercial air transport flight. Planning and preparation shall be completed by the crew using routine planning material in accordance with normal operating procedures. In flight, the applicant shall use the normal charts and plates as per the company's operation. It is not acceptable to use "home-made" line drawings or photocopied material, which has been customised or highlighted.

A1.10.13 Skill tests and proficiency checks shall not be conducted on a flight for the purpose of commercial air transport or public transport of passengers.

A1.10.13 The test/check for a multi-pilot aeroplane or SPHPCA operated to multi-pilot operations shall be performed in the multi-crew environment and another applicant or another pilot may function as a second pilot. If an aeroplane rather than a simulator is used for the test/check, the second pilot shall be the examiner. See also 'Stand-in Pilot' paragraph.

A1.10.14 An applicant for the initial issue of a multi-pilot aeroplane type rating or ATPL(A) shall be required to operate as "pilot flying" (PF) for all Mandatory items of the test except for abnormal and emergency procedures, which may be conducted as PF or PM in accordance with MCC. In addition, the applicant shall demonstrate the ability to act as "pilot monitoring" (PM).

A1.11 Examiner responsibilities

An Examiner will be responsible for the following:

- Assessing and developing the competence of flight crew.
- Ensuring that the operator's test/check complies with legal requirements.
- Supplying feedback to the company.
- Complying with the current Standards.
- Being a role model for the crew under check
- Ensuring needs of the crew and general welfare of all personnel are met.

A1.12 Conduct of the examiner

A1.12.1 The examiner may change the sequence of sections or manoeuvres to achieve an orderly and efficient flow of a practical flight having regard to the existing conditions or circumstances but shall not miss out any items. Examiners shall ensure that the test/check is completed efficiently and without wasted time.

A1.12.2 Should a flight test/check not proceed as briefed the examiner shall remain flexible and alert to achieving as much as possible in the changed circumstances. In an aircraft, briefing applicants

during the exercise for a change to the requirements is acceptable, but the examiner shall ensure the applicant fully understands and accepts the changes otherwise the flight should be suspended.

A1.12.3 It is essential that all examiners apply a common standard. However, because flights may be conducted in different and sometimes varying conditions and circumstances, each examiner shall consider all aspects when assessing the flight. The examiner shall exercise sound judgement and impartiality throughout. To assist with this, each examiner should maintain a record of the test/check so that all aspects may be debriefed comprehensively.

A1.12.4 Most pilots will dislike the prospect of being tested/checked. Some applicants may become nervous which might affect their performance. The attitude and approach of the examiner can do much to overcome these difficulties. The examiner shall establish a friendly and relaxed atmosphere, which will enable the applicant to demonstrate his abilities fully. A severe or hostile approach by the examiner shall be avoided.

A1.13 Training alongside testing

A1.13.1 Training

When carrying out the mandatory proficiency check items 3.4 to 3.6 selected from the form CAA Form 1158 and combining this test/check with an OPC, regulations requires an element of training as well as checking.

It is acceptable, and often necessary and desirable, to train difficult and complex items (usually multiple events: e.g. total electrics failure, total hydraulics failure). The examiner may wish to freeze the simulator to point out and explain in "slow time" the indications of the failure. However, any routine aspects of the item such as the ability to read a straightforward checklist shall never be in doubt.

Straightforward exercises (e.g. TCAS RA, pilot incapacitation), which line pilots are routinely expected to manage successfully without training input, should be subject to check in the accepted manner.

Remember that three items from each list is a minimum and therefore some thought should be given to the inclusion of other less complex items if substantial training is to be given.
This training applies to the proficiency checks and not to the skill test. The skill test assumes that the applicant already has the required knowledge and ability. It is performed when all training has been completed, e.g. at the end of a conversion course, upgrading to an ATPL, or for Maldivian licence issuance.

Words of encouragement from the examiner between sections of the test or check are acceptable and promote a positive learning environment, however interjections are not appropriate during line orientated phases.

A1.13.2 Reactive or Remedial Training

This is when instructional input is needed to improve an applicant's performance. It is generally well recognised by examiners that the skill test/proficiency check is a "two attempt" test or check,

with all items in attempt number one having to have been attempted by the applicant before any re- testing/re-checking can occur in attempt number two. By definition, retraining will have to be given before this re-testing/re-checking [Note: the intended meaning of the foregoing is that any retraining deemed necessary shall precede re-testing/re-checking, rather than that retraining is mandatory], and this has led to some confusion amongst examiners – this retraining can be given at any appropriate time prior to the re-test/re-check – it does not have to be performed immediately prior to any re-test/re-check. As an extreme example, an applicant may crash at the beginning of a test/check, say on an engine failure after take-off. It would be inappropriate and counterproductive to attempt to carry on without any training input - indeed it would make perfect sense to train the candidate to proficiency before continuing the test/check. The re-test/re-check would then be performed after the completion of attempt number one.

A1.13.3 Training Input during LPC/OPC Brief

It is perfectly proper – indeed desirable – for examiners to include some training input during the briefing. This shall not include handy hints or tips that would effectively brief out errors – e.g. "Watch that inbound course – it is offset by five degrees", "with today's wind you'll need a heading of about three two six degrees".

Likewise, care shall be exercised when responding to a question from an applicant who is seeking an answer on how to carry out a particular approach to be flown during the test/check – an appropriate response would be to facilitate a generic understanding of the profile or procedure. It is also in order to choose a topic for revision – or to respond to such a request – and then to give a generic training brief. Such topics may, for example, include single engine profiles or 2D approaches.

Many operators use a large proportion of the pre-check briefing time to deal with 'discussion or training items'. These may have been pre-notified if the applicants are expected to have revised the topics in question, and their purpose is to check, refresh and improve knowledge. The topics may also be preparatory, in a general sense, to the practical check, which is about to take place. This may satisfy the requirements for an oral examination as part of the proficiency check.

It is essential to make clear in the opening part of the examiner's briefing to the applicants which elements of the day's proceedings are to be assessed as part of the check. Many examiners cover this with a broad statement such as "Everything you do today and tomorrow planned or otherwise, will be assessed as part of the check."

In simulators, checks are usually based on real-time scenarios, with the distinct benefits of improved realism and, even more important, the need for crews to make decisions and act accordingly. However, for expedience and time management, it is sometimes necessary to use reposition functions and train or check items outside of a full scenario. This is acceptable provided the overall check contains an appropriate scenario-based assessment. If repositions are used, the candidate/crew shall be briefed with regard to their new situation and position and the examiner must ensure that the Situational Awareness of the candidate/crew is maintained by appropriate preemptive briefing.

For operators conducting Mixed-Implementation EBT, it is appreciated that those manoeuvres validated within the MV phase are largely to assess the psychomotor skill and therefore the use of freeze and reposition functions are common.

A CAT or PT operator is unlikely to conduct a stand-alone proficiency check; invariably it will be combined with an OPC for reasons that are obvious to any examiner but might be less so to the applicant. It is therefore important when briefing to be specific in defining the purpose of a test/check; e.g. licensing check, operator check or combined licensing/operator check.

In summary:

a. Training may be integrated with checking.
b. When training is combined with a check, the examiner shall delineate clearly when moving from check to training and vice versa. The frequency of this should be reasonably contained so that the applicant is not confused.
c. The applicant shall know, in advance, what is being assessed.
d. Choose terminology carefully; e.g. LOFT, training licence proficiency check, combined LPC/OPC etc.

A1.14 Briefing the applicant for a test or check

A1.14.1 Briefing the Applicant

Whilst the items listed below should be covered in the briefing to the candidate(s), the purpose of the briefing is also to create a positive learning environment which allows the candidates to perform to the best of their ability, enables the examiner to perform a complete assessment of all pilot competencies and encourages learning from positive performance.

The applicant should be given time and facilities to prepare for the test flight.

The Examiner shall brief the crew on both the technical and non-technical standards for the check. Clarification of which observable behaviours and company markers are to be used should be established during the brief and how these observable behaviours will be utilised during the whole session will need to be confirmed.

The items listed below must be addressed by the examiner, however for CAT operators, some pragmatism is permissible, for example items f), h), j), k), l) and m) may be covered with a phrase such as "operate in accordance with company SOPs and the Operations Manual"

It is considered best practice to meet with the crew before commencing the formal briefing. This can have benefits in setting candidates at ease and setting a general tone of conduct, but also the examiner can glean much information from candidates over general attitude and behaviours, any potential impediments to the test ahead and general experience levels.

The importance of the role of PM should be actively reinforced and this may be achieved by linking to the Observable Behaviours in the competency framework, many of which are equally relevant to both.

The briefing should cover the following:

a. Health and Safety, briefing facilities adequate and exercise fully prepared. Mobile phones should be switched off or set to silent to avoid distraction.
b. When conducting the safety briefing for a simulator, it is recommended that the crew are invited to stow their bags next to the pilot seats, then commence the briefing from the front of the simulator so it is given in a sequence matching the order that an evacuation would be conducted.

The objective of the flight and test, for example:

a. Demonstrate at least the minimum required standard in all the competencies;
b. Enhance handling skills; and
c. Enhance the trainee's ability to anticipate, recognise and manage most relevant threats and errors.
d. Human factors and overall competence will be assessed throughout. Where a company has a competency framework with associated observable behaviours, these should be introduced and discussed with the crew members.
e. Freedom for the crew to ask questions.
f. Operating procedures to be followed (e.g. AFM/operator's manual/SOPs, use of checklists).
g. Importance of RT standards and compliance with valid ATC instructions.
h. Weather assumptions (e.g. icing, cloud base, use of screens), Notices to Airmen (NOTAMs), checks of chart validity.
i. Operating capacity and roles of the applicant, the PM and the examiner. The pilots should be encouraged to act together as a crew.
j. Single-/multi-crew environment.
    i. PM/PF – Responsibility for the management of equipment and systems.
    ii. PM/PF – Adherence to ATC instructions/liaison
    iii. PM/PF – Identification of radio navigation aids prior to their use.
    iv. PM/PF – Management of checklists – who calls for what.
    v. Examiner – ATC, operations, cabin crew and ground staff.
k. Contents of exercises to be performed. This should not be prescriptive, i.e. the order of events should not be given (except when testing in an aircraft). If the detail is to be divided into distinct phases, as would be the case with mixed implementation EBT, these should be defined with expectations in each clarified. For example:
    - Evaluation phase; (e.g. 'This will be run as a real-time scenario')
    - Manoeuvres validation phase; and (e.g. 'this will include Individual manoeuvres or test items, these may be conducted in real time, however, once an item is completed I may take control and reposition and I will re-brief your new situation prior to release')
    - Scenario-based training phase. (e.g. 'this will focus on further development of pilot competencies in a learning environment. We may additionally cover other items required for training purposes or those required for operational approval, FO development etc. I will brief you as we move between various items.
l. Agreed speed (e.g. V-speeds, use of SOP/FMS speeds, use of airspeed bugs)
m. Handling and use of automatics (e.g. bank angle/flight director, autopilot, automatics, FMS/TCAS, auto throttle, HUD, EVS).
n. Agreed accuracy tolerances in FMS for PBN operations.
o. Used of radio aids, acceptable methods of idents (e.g. visual idents may be acceptable)
p. Simulator differences and serviceability. *
q. Administrative procedures (e.g. weather brief, submission of flight plan and any slot restrictions).
r. Unplanned emergencies and handing of control.
s. Applicant understanding of brief.

**Until all simulators have realistic door-locking devices, it is essential that examiners brief the crews to use the same procedure as on the aircraft. Intercom should be used and the crews shall go through the unlocking routine, even if it is only touch drills.*

The examiner should maintain the necessary level of communication with the applicant. The following points should be borne in mind by the examiner, particularly in an aircraft:

a. Involvement of examiner in a multi-pilot operating environment.
b. The need to give the applicant precise instructions.
c. The examiner's responsibility for safe conduct of the flight.
d. Intervention by the examiner, when necessary.
e. Use of screens.
f. Liaison with ATC and the need for concise, easily understood instructions.
g. Prompting the applicant regarding required sequence of events (e.g. following a go-around).
h. Keeping brief, factual and unobtrusive notes.

Note 1: Copies of all relevant Maldives CAA publications and instructions, company operations manuals, flight manuals, weather charts and appropriate route and approach charts should be available for use by the applicant before and during briefing.

Note 2: Some refresher training is encouraged prior to the LPC/OPC. This may be on a particular system, topic or profile. It could also be in response to an applicant's question concerning the check that is about to be undertaken. The training given should be of a generic nature in order to facilitate his understanding.

Note 3: Examiners are required to check the applicant's licence. It is recommended that this is conducted at an appropriate time, for example when crews are preparing their paperwork. The applicant shall have the type on his licence unless an LST is to be carried out. For a renewal, the rating may appear on the rear of the licence – The check may be conducted, but the examiner shall not sign the licence and the applicant must apply to the CAA for the rating renewal.

A1.14.2 Applicant's Licence absent:

Where the applicant for the proficiency check does not present a valid licence for reasons deemed acceptable to the examiner, the test may be conducted (in a simulator only). If successful, the Certificate of Revalidation cannot be signed in the normal manner. The applicant shall be told that they cannot exercise the privileges of that rating until they have a valid licence.

The examiner should sign the Examiner Report Form (CAA Form 2199) as proof of a completed test/check, insert a clear note on the CAA Form 2199 "applicant's licence was not presented" and give it to the applicant for submission to licensing.

A1.14.3 Applicant's Medical Certificate expired or absent

Where the applicant for the LPC has a valid licence but an expired, missing or suspended medical certificate, the test may be conducted (in a simulator only). If successful, the Certificate of Revalidation should be signed in the normal manner. The applicant shall be told that they cannot exercise the privileges of that rating until they have a valid medical.

Note - caution if medical has been suspended - fitness for the test/check should be confirmed. If any doubt exists, guidance should be sought from an AME or the CAA.

The examiner should complete the Examiner Report Form (CAA Form 2199) as proof of a completed test/check, adding a clear note "applicant's medical expired/was not presented and give it to the applicant for submission to licensing..

A1.14.5 Stand in pilot

If a pilot not under test forms part of the crew, the minimum expected qualification requirements for that pilot in an FFS are as follows:

- A pilot should hold a valid Maldives licence and type rating, have passed the LST / be another LST candidate for the type or be a qualified Maldives SFI on type. Note that 'type' refers to the specific type which is the subject of the test/check, not any type.
- A medical certificate is not required, provided there are no health and safety limitations.
- In an aircraft, a pilot must hold a valid licence, medical and rating privileges as applicable to occupy a pilot's seat.

Any exceptions must be acceptable to the Maldives CAA.

There is no such thing as "no jeopardy". Following a below standard performance, the "stand in" pilot must be trained to proficiency prior to exercising the privileges of their Licence or Licensing Certificate. Words to this effect should be included in the briefing to the crew. It is the examiner's responsibility to bring the performance of the stand-in pilot to the attention of the Head of Training of the AOC or ATO if applicable.

A1.15 Debriefing the applicant

A1.15.1 Debriefingstructure

The examiner should conduct a fair and unbiased review based on observed actions and facts. A debriefing is successful if the pilots have a clear understanding of their performance, particularly in underlying root causes and behaviours that may have led to deficiencies and where they might be improved. It is additionally crucial to reinforce good behaviours, knowledge, skills and attitudes

a. The examiner should not start the debriefing by asking the applicant any questions unless they directly affect the result.

b. The examiner should conduct the initial phase of the debriefing as follows:

1. Result:
   i. PASS. If the result is a pass then use facilitative techniques and the established behavioural markers.
   ii. FAIL or PARTIAL. Continue as detailed below.

   Note: if the whole test or check has not been completed, the result will be "Incomplete", however if any item has been failed, the effect on the pilot's licence privileges is the same as a Partial Pass and the candidate should be informed in the same way.

2. Reason: If items have been failed, the reason for the failure must be clearly stated and the factual evidence provided. Note that Flight Test Tolerances include the requirement to

demonstrative good judgement, airmanship and crew cooperation. Unsatisfactory performance in any pilot competency could constitute reasons for failure but this must be clearly linked to evidence, i.e. what was observed by the examiner. At this stage, the root cause for the failure should not be explored.

3. Retest requirements.

4. Ramifications/restrictions and the effect on the pilots licensing privileges.

5. Retraining requirements.

These are colloquially referred to as the 5 'R's

Note: If the test/check has been failed, the examiner should also remind the applicant of the right of appeal in accordance with CAA Regulations and policies.

c. Where appropriate and once the outcome has been announced, facilitation skills should then be used by the examiner. Flight crew members should be encouraged to analyse their performance that led to any deficiencies and the examiner should provide feedback to the crew to encourage the changes needed and to provide specific recommendations to improve individual flight crew member's performance and performance as a crew. Pilot competencies and observable behaviours should be referenced throughout the debriefing.

Note: With the consent and knowledge of the crew, animated playback systems and video can be used to target and to develop competencies and understand individual and crew performance. Once the debriefing is completed, the video or playback system data should be deleted unless the participants agree on the contrary.

A15.1.2 Debriefing philosophies

a. During test/check, note everything that may be significant as it occurs.
b. Decide on assessment and re-test requirements (subject to any questions) and plan the debrief. The examiner should identify key root causes and analyse these to prepare for the debriefing. The result of the assessment should be given to the crew with minimal delay once the examiner has reviewed their notes and identified debrief objectives.
c. Dos and Don'ts for debriefing:

Do:

- Be factual and quantitative.
- Be fair (give praise when deserved).
- Be constructive (how to avoid or correct).
- Be prepared to concede if you are incorrect.
- Encourage self-analysis (but not self-assessment)
- Identify 2-3 key roots cause items that above all else you need to ensure that candidates take away for self-improvement. Only focus on smaller items if necessary.
- Consider Human Factors aspects and link those to debrief items

Don't:

- Ask the applicant to assess himself.
- Be vague.
- Be emotive (avoid aggression, irritability, sarcasm).
- Focus on minutiae and avoid the root causes
- Be apologetic
- Personalise
- Exaggerate
- Ramble
- Debrief items you are unsure of
- Impose your own SOP's
- Undermine company or manufacturer SOP's?

d. A question is often asked about how much time is reasonable in a debriefing. It is of course impossible to say precisely and every operator and examiner may employ slightly different philosophies. However, it should be borne in mind that most people need 2-3 key take away points from a detail and they need to recall these above all else. If too much time is spent on minutiae and crew fatigue becomes an issue, the value of the detail and de-briefing is likely to be lost.

A1.16 Facilitation

a. Essentially, the debriefing is in two parts, with the result of the test always being stated by the examiner. This will not be facilitated.
b. In the case of a pass, the examiner could now move straight into facilitation in order to build upon any learning that arose during the detail especially covering the observable behaviours established prior to the check. This will assist the crew in consolidating learning points and developing strategies to resolve key
c. However, if the result of the test or check is a partial pass or a fail, then facilitation at this stage is inappropriate. The examiner shall continue the debriefing, giving the reasons for failure supported by factual statements and stating the re-test requirements, the effects on the applicant's privileges and the retraining requirements. Only then may the examiner adopt a facilitative style – which is a powerful tool and gateway to learning.
d. Competency in any role is based on a person having the required level of knowledge, adequate skills and the appropriate attitude. The role of a facilitator in any discipline is to help people develop their knowledge, skills and attitudes so that they are able to do their job well. In many professions, the formal training emphasis is often on developing knowledge and skills, with the examination of competence almost exclusively concerned with measuring knowledge and skills against a set of standards.

Facilitation means that trainees are given the opportunity to discover what they are doing and the effect it has on others and on the task, so that they can make the decision to alter their behaviour or reinforce any positive behaviour.

Facilitation techniques are more effective than the showing and telling technique because the participant's involvement and experiences are actually part of the learning process.

To be competent, a pilot requires capabilities across a range of knowledge, skills and attitudes (KSA). The role of the instructor is to help trainees develop their KSA using appropriate techniques including facilitation. The facilitation technique is not just for the poor performer or for the development of attitude but can be equally used to reinforce effective behaviour because it gives trainees an understanding of why they are good, which encourages their continued development. Always analyse your briefing notes in advance and look for 2-3 key root cause issues that the candidate should leave with an understanding of. These in your mind will help you lead the candidate to realisation of these points. Only then deal with smaller issues, e.g. minor SOP issues etc, if there is time, and not if the key learning points are crucial so as not to dilute the memory.

a. avoid dealing with issues chronologically;
b. ask two open questions per issue;
c. Note: Examples of the most effective open questions begin with "Tell me ...", "Explain ...", "Describe ....", in addition to the well recognised what?, where?, when? how?, etc.
d. get the trainees to do the thinking and talking; and
e. summarise at the end (it can be useful to get the applicant to summarise);

Instruction and Facilitation techniques

	Instruction Technique	**Facilitation technique**
What do the words instructing/facilitating imply?	Telling, showing	Enabling the trainee to find the answer by himself/herself
What is the aim?	Transfer knowledge and develop skills	Gain insight/self-analysis to enable an attitude change
Who knows the subject?	Instructor	Both instructor and trainee
Who has the experience?	Instructor	Both instructor and trainee
What is the relationship?	Authoritarian	Equal
Who sets the agenda?	Instructor	Both instructor and trainee
Who talks the most?	Instructor	Trainee
What is the timescale?	Finite	Infinite
Where is the focus?	Instructor – task	Trainee — performance and behaviour
What is the workload?	Moderate	High
What are instructors' thoughts?	Judgemental	Non-judgemental
How is progress evaluated?	Observation	Guided self-assessment

A1.17 Report writing, grading and competencies

a. Appendix 2 and the detailed testing standard gives guidance for the evaluation of competencies and the requirement to assess both technical and non-technical skills. Many

operators and ATOs create their own technical and non-technical competency matrix and this is normally used to grade pilots for overall competency, indeed operators and ATO's are encouraged to do so.

b. Whichever performance markers are used or whatever grading or report writing methodology is employed, the report written by the examiner at the conclusion of the test/check should accurately reflect the result and the content of the debriefing and clearly indicate any performance deficiencies.

A1.18 Administration

Some of the following administration procedures may apply:

a. Pilot licence – sign if so authorised. Note that the licence may be signed if the rating is still on the front page in Section XII - the 'expired by more than 3 years' rule no longer applies. If the rating is on the back page of the licence; (Ratings previously held by holder), the licence may not be signed and must be re-issued by the CAA.
b. Complete CAA Form 2199 and copy as required.
c. Skill Test - cannot exercise privileges until rating received from CAA.
d. When conducting a renewal, if the rating has been removed from the ratings page then the examiner cannot sign the licence and must complete the CAA Form 2199 form. An examiner may sign a certificate for revalidation for a rating that is expired for up to three years but the rating must be in the ratings page of the licence.
e. Company Check Form
f. Examiner's record CAA Form 1158 form complete and copy as required.
g. Company notification (crewing etc).
h. Examiner Report Form CAA Form 2199 and copy as required.

APPENDIX 2 – Detailed Testing Standard

A2.0 General

a) In accordance with Part FCL Appendix 9, the following matters in CAA Form 1158 shall be specifically checked by the examiner for applicants for the ATPL or a type rating for multi-pilot aircraft or for multi-pilot operations in a single-pilot aeroplane extending to the duties of a PIC, irrespective of whether the applicant acts as PF or PM:

- management of crew cooperation;
- maintaining a general survey of the aircraft operation by appropriate supervision; and
- setting priorities and making decisions in accordance with safety aspects and relevant rules and regulations appropriate to the operational situation, including emergencies.

b) The principles of Human Factors shall be followed as best practice. In addition to technical standards, if an unacceptable reduction in safety margin is observed contrary to Appendix 9 and evidence of the deficiency is duly recorded, a fail shall be awarded.

Note: Many operators define a pilot competency matrix and this is normally used to grade pilots for overall competency. In alignment with the requirements above, a pilot may fail for an unsatisfactory performance in any of these competencies where they lead to a reduction in safety margins.

A2.1 Item 1.1 Performance calculation

a) Correct calculation and entry of performance is an assessable competency and identified by the CAA as a current risk. If unsafe practice is demonstrated, a fail in this item should be awarded

b) If a scenario based assessment is to be conducted, this will usually be conducted during pre-flight preparation. However, if testing in an FFS, this may be completed in the briefing room prior to the detail. If this is routinely completed in the briefing room, consideration should be given during a scenario to periodically presenting the crews with a runway change in the FFS to assess competency in recalculating performance in a live environment.

A2.2 Item 1.3 – Cockpit inspection; and Item 1.4 – Use of checklist prior to starting engines starting procedures, radio and navigation equipment check, selection and setting of navigation and communication frequencies:

Note: Item 1.3 is not a mandatory testing requirement for a skills test or proficiency check. In an aircraft, this must be included. Examiners, ATO's and operators should establish methods of periodically reviewing knowledge. For example, the use of OTD. If operators are running a scenario based assessment consideration may be given to including an element

of item 1.3. Some operators may additionally assess knowledge of safety equipment at this stage.

a) Checks and cockpit procedures should be carried out in compliance with the authorised checklist for the aeroplane used in the test.

b) This item does not need to be the first flight of the day; however, some thought should be given to alternating first flights with transit checks to make sure that there is a comprehensive knowledge of the checklist.

c) There should never be any doubt that an applicant should be able to complete normal start procedures and/or deal with any malfunctions. It is the examiners discretion if more this item is tested more thoroughly than the basic guidance.

d) In a simulator, engine start malfunctions can be given easily. In an aircraft, malfunctions may not be achievable. In this case, examiner should not forget to establish the applicant's knowledge by use of a touch drill and by questioning.

Note: Item 1.4 is a mandatory check item and therefore must be included in an LPC or Skill Test and assessed in a full flight simulator or aircraft. Operators with ATQP Approval or approval for Mixed Implementation EBT may commence a check with before start checklist provided that competence in the following areas has been demonstrated: radio and navigation equipment check, selection and setting of navigation and communication frequencies. This may be achieved by a technical knowledge test or using an OTD.

A2.3 Item 1.6 – Before Take-off Checks:

a) Completes any pre-departure checks. An examiner may wish to alternate first flight of the day and transit checks, so that the knowledge of the various systems checks that are carried out on a first flight are not overlooked.

b) In an FFS, crews under test must obtain a clearance as they would expect to in an aircraft.

A2.4 Item 2.5 - Take-Offs with Simulated Engine Failures:

a) The engine failure may be combined with the departure (see Item 3.9.1). If an engine out emergency turn procedure is planned to count as a departure for the purpose of the test, consideration should be given to the case where the candidate fails to follow the correct departure tracks and therefore could fail both the engine failure on take-off and the departure at the same time.

b) In an aircraft this should be after V2 when safely away from the ground. Shut down checks should be done by use of a touch drill. Simulation of engine failure close to the ground is a critical manoeuvre and examiners shall be aware of the associated risks and develop defences according to the potential threat to safety. Minimum safe heights and speeds for simulation will vary depending on aircraft type and prevailing conditions.

Examiners should take note of any guidance provided in the AFM. Operators shall give precise details in part D of their Operations Manual regarding the minimum height and detailed information on how engine failures are to be simulated.

c) For some types of aircraft the engine failure profile may be different depending on obstacle clearance. In this case there should be an alternation of the profiles flown by the applicant and care should be taken to record which one has been carried out.

d) Part-FCL states that this procedure shall be done by sole reference to instruments. However, all take-offs will have some visual reference available to the pilot. A pilot will make use of these visual cues to keep straight both on the runway and during the initial rotation, but as the pitch attitude increases his gaze will naturally transfer onto the instruments.

e) In a simulator, remember that you are acting as ATC and therefore you would not know that the crew have suffered an engine failure unless they give out a PAN/MAYDAY. It is up to the crew to liaise with you. It is solely the crew's responsibility to reduce airspeed, ask to hold, or extend the final, should they wish more time to carry out the checklists etc.

f) If a visor, hood or screen is used to simulate Instrument Meteorological Conditions (IMC).

g) in an aircraft, it shall obscure 25 degrees either side of the straight-ahead position. These should not be installed prior to taxiing as it obstructs the view.

h) A question often asked is "how much swing is acceptable on an engine failure?" Examiners should judge whether the correct technique has been demonstrated and obstacle clearance should never be compromised. *PANSOPS Part 1, Chapter 2 "Standard Instrument Departures*" and *CAT.POL.A.210 Take-off obstacle clearance* provide useful guidance. Note that an aircraft track more than about 7 degrees off the runway centreline, 600m beyond the departure end of the runway may compromise obstacle clearance.

i) Engine failures in simulators close to V1 with a large V1/VR split should not be used routinely because handling an engine failure that occurs on rotation is usually more demanding. Consideration should also be given to varying the speed at which the engine failure occurs between V1 and V2 (over a 3 year cycle for CAT Operators).

j) When both pilots of a two-crew aircraft are jointly under check, TSPG considers that EFATO scenarios for each pilot should not be 'carbon copies'. Some degree of difference should be presented - different airport, different runway, different weights, different weather or, different departure. The level of difference is left to the operator, but TSPG considers that a greater level of training benefit is gained by presenting different scenarios to each pilot so that they can demonstrate handling and decision-making skills that are unique to the scenario. Operators approved for Mixed Implementation EBT should follow specific guidance and agree alternative scenarios with the CAA.

A2.5 Item 2.6 - Rejected Take-Off:

a) The Rejected Take-Off (RTO) should be taken to its full conclusion. e.g. would the aircraft taxi onto stand? Was brake cooling, evacuation or a further take-off considered? etc.

b) If there are divided PF/PM duties on the RTO, and it is performed incorrectly, care shall be taken to correctly assess whether a fail in this item should be attributed to just one or both pilots.

c) This shall not be performed in an aircraft, other than as a static touch drill.

d) In some aircraft and operators the co-pilot does not conduct a Rejected Take-Off. In these cases, this is acceptable provided it is conducted in accordance with SOP, however operators should consider periodic testing of this item it will be necessary to manufacture a reason for the co-pilot to stop, e.g. the incapacitation of the captain who then obstructs the controls.

e) In a simulator, an applicant should not be told when the RTO will occur. Part-FCL states the need for the RTO to take place at a "reasonable speed". A practical approach to this issue is that "reasonable speed" does not always mean "high speed". It simply means a speed appropriate to the circumstances (nature of failure, contamination etc.). TSPG considers this to be any realistic time as a result of any plausible failure.

A2.6 Items Selected from 3.4 and 3.6:

a) 3 of each of these items are mandatory for the skill test and proficiency check.

b) 3.4 and 3.6 items may generally be combined with other test items. However, it is generally expected that the three 3.4 and three 3.6 items shall be individually assessed. What is not acceptable is an excessive combination for convenience or expedience. For example, an EFATO may affect hydraulics, electrics and air conditioning, it is not considered acceptable to sign all these items off during this mandatory item.

c) As a general rule, all 3.4 & 3.6 items that require the demonstration of a handling skill shall be flown as PF. All other items can be flown once as a crew.

Note: For further guidance see table at A2.33

A2.7 Item 3.4.11 – Radio, navigation equipment, instruments and flight management system

a) Examiners shall ensure that applicants in aeroplanes equipped with HUD/EVS meet the requirements of AMC1 SPA.LVO.120.

A2.8 Items 3.4.10 and 3.6.9 – Enhanced Ground Proximity Warning System EGPWS/Airborne Collision Avoidance System (ACAS)

a) For LPC/OPC, EGPWS/ACAS should only be conducted in simulators where the equipment is the same version and presentation as the operator's aircraft. For example, if the ACAS presentation is on the Vertical Speed Indicator (VSI) as opposed to the Attitude Direction Indicator (ADI), or if the Ground Proximity Warning System (GPWS) is fitted rather than EGPWS then the training/checking should be on another Synthetic Training Device (STD) with the correct presentation to avoid negative training.

A2.9 Item 3.6.1 – Fire drills e.g. Engine, APU, cabin, cargo compartment, flight deck, wing and electrical fires including evacuation.

a) This item may be signed off without an evacuation being necessary. However, AOC holders shall complete a full evacuation every 3 years or as agreed with the FOI.

A2.10 Item 3.6.3 - Engine Failures, Shutdown and Restart at a Safe Height

a) Recommended minimum limits have been promulgated for actual shutdown of power plants for training purposes. Examiners should ensure that they are familiar with the most recent guidance in this standards document or CAA notice.

b) The item should not be signed off if the engine has only been failed for item 2.5 (Take offs with simulated engine failure.) It should be used to record engine related failures in other phases of flight. It may however be signed off without a restart having been attempted.

A2.11 Item 3.7 – Steep turns with 45º bank, 180º to 360º left and right

a) The use of the flight path vector, if installed, removes much of the benefits of improved scan. This is especially the case if a HUD is available. Examiners should vary the scenarios so that the exercise does not always have the FPV available. This is intended to be a visual exercise. However, whilst this is essential for skill retention, examiners shall promote the use of techniques to improve Situational Awareness. Therefore, use in normal operations and best practice should always be clarified.

A2.12 Item 3.9.1 – Adherence to Departure and Arrival Routes and ATC instructions

This may be combined with an abnormal or emergency procedure.

a) Full use of automatics and Lateral Navigation (LNAV) if fitted is permitted. Examiners are encouraged to use their imagination to obtain maximum benefit from this item of the test. For example, if LNAV is used, a departure with a close in turn that may require some speed control or a change to ATC clearance that may require some reprogramming of the Flight Management System (FMS) might be appropriate.

b) Some interpretation of departure and arrival plates should be included. If you are using an aircraft and based at an airport that does not have a published instrument departure or arrival procedure, a clearance should be given by the examiner or gained from ATC, which includes some form of altitude/turn/track adherence. A departure that consists only of radar vectors should not be used.

c) Correct altimeter setting procedures shall be followed.

d) Flight management is demonstrated with a flight log and fuel and system checks, including anti-ice procedures when necessary.

e) The applicant shall comply with arrival and joining procedures.

f) Some arrival procedures contain a hold. If it is failed it could be assessed in one of two ways:

   i. the arrival, as in item 3.9.1; or
   ii. holding, item 3.9.2.

The latter may be preferable, because it would be clear to another examiner what item(s) should be retested.

A2.12.1 RNAV/RNP Dep/Arrival procedures:

If a pilot is being assessed on a RNAV departure /arrival, each pilot should be observed conducting an element of an RNAV departure and arrival. A full RNAV departure and arrival for each pilot under test is not required. An adequate sample ensuring each pilot can safely comply with RNAV procedures is required. For example, if the examiner has observed the crew's ability to programme an FMS and check the waypoints, monitor position accuracy, make an initial transition onto a departure and arrival including monitoring of a departure or arrival constraint and utilises correct communications in accordance with RNAV requirements, then the examiner may move on to other items.

Note: Conventional departure and arrival procedures require different skills. An examiner should still satisfy themselves that each pilot under test still maintains competency, for example: Sample checking elements including use of ground based radio aids and tracking radials, monitoring of raw data and crew co-ordination.

For example, both elements could be covered during a check by executing a section of an RNAV departure, but then completing an element of a conventional STAR/radial tracking, or vice versa.

A2.13 Item 3.9.2 – Holding

a) Although this exercise is not mandatory, periodical inclusion of an unplanned hold is strongly recommended. Automatics can be used and therefore value can be obtained by giving a last minute clearance into the hold or, if FMS is fitted, an early exit from the hold to see how the FMS is handled.

A2.14 Instrument Approaches – General

- A three-dimensional (3D) operation means an instrument approach operation using both lateral and vertical navigation guidance.

Lateral and vertical navigation guidance refers to the guidance provided by:

A) By computer-generated navigation data from ground-based, space-based, self-contained navigation aids or a combination of these. e.g. RNP APCH (LNAV/VNAV).
B) A ground-based precision radio navigation aid; e.g. (LPV, ILS, MLS, GLS).

- A two-dimensional (2D) operation means an instrument approach operation using lateral navigation guidance only. 2D operations shall be flown using a continuous descent final approach (CDFA) technique and must have a vertical profile manually calculated and controlled by the pilot. For example, a manually selected Flight Path Angle (FPA) or Vertical Speed(V/S).

a) Whenever possible, all checks should include a mix of radar-vectored and procedural instrument approaches.

A2.15 Item 3.9.3.1 – 3D operation Flown Manually Without Flight Director:

a) In order to ensure a low DA/H and assessment of skills to fly an approach down to where the indications are sensitive and critical, an angular approach (ILS or LPV) rather than a constant displacement approach (L/VNAV) should be selected by the examiner.

b) While examiners will often choose to combine various test items for expediency, since this particular exercise is fairly demanding, it may be wise to avoid overloading the applicant in this way.

c) For skill test purposes, the exercise is to be carried out with manual thrust on all aircraft types, manual thrust shall be selected off in advance of commencing descent from a platform altitude.

d) According to the AFM, RNP APCH procedures may require the use of autopilot or Flight director. The procedure to be flown manually shall be chosen taking into account such limitations. For example, an ILS approach may be more appropriate.

A2.16 Item 3.9.3.4 - Manual 3D Operation with One Engine Inoperative:

a) The applicant shall complete a safe approach manually in an asymmetric configuration to the company DA/H. The examiner shall ensure that the test is conducted using an approach where the company minima allows a DH/A not normally greater than 450 feet AAL in order to fully assess the applicant's ability to make finer corrections in the latter

stages of approach. The autopilot (and auto thrust, if selected off) shall be disconnected before intercepting the localiser and before final configuration for the approach so thatthe

applicant's handling of any trim change associated with flap extension can be assessed. The engine failure should also besimulated prior to this phase.

A2.17 Item 3.9.4 – 2D Operation down to MDH/A

a) A 2D operation may be flown either using aircraft automation or manually. However, a two- dimensional (2D) instrument approach operation means an instrument approach operation using lateral navigation guidance only. Therefore, a 2D approach must be flown with the vertical path manually selected and controlled. E.g. with V/S or FPA.

b) If the approach requires the use of ground based radio aid(s), e.g. NDB/DME, VOR/DME, the crew remain responsible for monitoring these and ensuring the tracking remains within limits, the same applies when flying an 'overlay' approach. If the aircraft is equipped with a means of visually identifying a radio aid and validity of signal, then an audio ident is not necessary. However, crew awareness and monitoring of a reliable and valid signal must be demonstrated.

c) A 2D operation shall normally be flown to the specified minima and not to circling minima, unless they are coincident. This is to ensure that the transition from an instrument approach procedure to a visual manoeuvre does not occur at such an early stage as to preclude comprehensive assessment of the former. Provided the examiner is satisfied in this respect, it is not necessary for a further 2D operation to be flown.

d) A 2D operation shall be flown using the Continuous Descent Final Approach (CDFA) technique. This is required for air operators, but is also recognised as the best way to optimise crew workload whilst achieving a stabilised approach path, especially in jet transport aircraft with their high inertia. Any input that destabilises the approach, such as selecting "Alt Hold" in order to avoid descent below the MDH/A, will therefore have a detrimental effect upon the safe and successful outcome, especially if there are associated technical problems such as asymmetric thrust.

e) Whilst lateral and vertical tolerances in accordance with the performance criteria shall be taken into account, an examiner should use his professional judgement and take into account all factors when deciding whether a 2D operation has been flown to the required standard or not, e.g. for a crew who share a high level of situation awareness of the profile by communicating altitude versus distance to go to the threshold, and are flying a stabilised approach whilst making sensible corrections based upon the type of approach flown.

It is noted that many operators use on-board equipment to 'manage' an approach laterally and vertically when conducting most normal approach operations. However, whilst this may be encouraged and best practice during normal operating conditions, Operator Proficiency Checks or scenario based training and assessment details, executing a manually selected vertical profile remains an approach option on modern commercial aircraft and is a requirement of part FCL Appendix 9, so competency shall be demonstrated.

However, for such operators, creating realistic scenarios that compel crews to use a vertical intervention mode may present difficulty. Whilst some options do exist - e.g. temperature colder than the approach limitations, unplanned diversion with the approach not in the aircraft FMS data base - if these impede training value, then examiners should brief and conduct a 2D operation as a stand-alone test item.

For 4th Generation aircraft, a 2D operation should be flown in accordance with OEM recommendations for the purpose of the check. Where any doubt exists regarding completion of this item, guidance should be sought from the CAA.

The Maldives CAA actively encourages techniques that optimise Situational Awareness and the mitigation of threats and errors, indeed these aspects are observable crew competencies. Therefore, the appropriate use of aircraft systems, such as vertical path indicators, Vertical Situation Displays (VSD's), expanded Navigational Displays, EGPWS, etc. may be utilised when reliable. However, such displays may only be used to augment Situational Awareness, Examiners must ensure that crew co-ordination and vertical path monitoring skills are assessed.

A2.18 Item 4.3 – Manual Go-Around from an instrument approach with critical engine simulated inoperative

Note: The PANSOPS definition of a Decision Altitude (DA) or Decision Height (DH) is a specified altitude or height in a 3D instrument approach operation at which a missed approach must be initiated if the required visual reference to continue the approach has not been established. TSPG interpretation is that this refers to the first action in accordance with the manufacturer or operator SOP.

Pilots should not rely on auto-callouts as a prompt to make a decision to go around.

a) During a go-around from published DA/DH or MDA/MDH, the correct go-around action shall be initiated promptly to ensure minimum height loss consistent with aircraft type. If in the opinion of the examiner the height loss was excessive, it is likely that the technique employed by the pilot was incorrect and the item should be repeated or failed as appropriate. If the operator adds an increment to MDAs to produce an equivalent DA then the height loss during a GA should not exceed this increment.
b) The instrument approach shall be flown in an asymmetric configuration.
c) The go-around shall be flown manually without autopilot or auto throttle (except those types where auto-thrust automatically engages when going around).
d) Examiners shall ensure that go-arounds are varied. It is preferable to use a published missed approach or as modified by ATC. Avoid continuous use of "straight ahead".
e) Completion of the go-around procedure would normally be regarded as after acceleration and with the after take-off or go-around checklist completed. However, completion of this item may be at any point above 1500'AAL and once the examiner is satisfied that competence in handling the manoeuvre manually is not in doubt. This may be especially helpful for operators whose SOP is to continue to the first platform altitude.

A2.19 Item 5.5 - Landing with critical Engine simulated Inoperative

a) The landing shall be carried out manually. Directional control shall be maintained and brakes and other retardation devices used to achieve a safe roll out and deceleration.
b) The applicant shall complete a safe landing from an appropriate height to decide if it is a stabilised approach on the required glide path.
c) Consideration should be given to the weather, wind conditions, landing surface and obstructions.

A2.20 Item 5.6 - Landing with Two Engines Inoperative (simulated)

a) The two-engine landing does not negate the requirement to complete item 5.5. Both items are mandatory for an LST.

A2.21 Section 6 – LVO:

It is an operator's responsibility to ensure that initial and recurrent training and testing requirements to conduct LV operations are completed in accordance with their LV approval. The examiner is not required to endorse the licence with LV.

For an LST, the testing requirements at Appendix 9 or section 6 of CAA Form 1158 shall be completed if the applicant is required to conduct LV operations.

For an LPC, if the applicant is required to operate LV operations, provided the initial LV training and testing requirements have been completed, the applicant shall, as a minimum, complete the mandatory requirements at Appendix 9 or section 6 of CAA Form 1158.

For initial qualification, the check may be substituted by successful completion of the required training. [See AMC1 SPA.LVO.120(d)(3)(ii).

If the applicant is not required to conduct LV operations, then the LV requirements at Appendix 9 or section 6 of CAA Form 1158 need not be completed.

a) The Rejected Take-Off (RTO) must be conducted at minimum authorised RVR. This may be combined with item 2.6, and a full stop is required.
b) In a simulator, the training and testing shall be carried out at an airfield displaying the correct lighting for the type of approach and ground markings. The use of a generic airfield is not acceptable.
c) Where possible (e.g. a dedicated airfield scene) taxiing should be ramp to ramp. This enables the examiner to assess the crew's situational awareness and other technical and non-technical behaviour. Checking the crew's prioritisation of tasks, reading aerodrome charts, checking taxiway orientation against the compass etc. In all instances, the operator should develop scenarios that will expose crews to a variety of events. This is important because runway incursions are on the increase.
d) Some older generation visual systems have runway holding point stop bars that cannot be switched off independently of the taxiway lighting. The examiner shall ensure that crews ask permission to cross these lights.
e) LVO taxiing between gate and runway (in and/or out) should be included periodically but not necessarily in every six-month check. It should be conducted and documented at least every three years in addition to the normal bi-annual requirements. A dedicated visual scene shall be used for this purpose; generic airfields have no navigation/situational awareness value for low visibility taxiing.

   When the LVO refresher does NOT include such taxi, any LVO airfield (specific or generic) may be used for approaches etc.

A2.22 Engine-Out Exercises

a) An outboard engine shall be selected for all mandatory engine-out exercises for the LST/LPC.

b) The asymmetric handling of some aircraft, particularly if propeller driven, may be significantly more difficult following failure of the critical engine. This may also be a factor for some jet aircraft in crosswind conditions. For this reason, Part-FCL specifies for the LST and LPC that the asymmetric go-around at DH(A)/MDH(A)/Missed Approach Point (MPA) and the one engine inoperative landing shall be flown with the critical engine inoperative (or simulated inoperative if the test is conducted in an aircraft). Although not mandatory, it is often convenient and realistic for the approaches leading to 4.3 and 5.5 also to be flown with the critical engine failed.

c) However, on the majority of multi-engine jet aircraft there is little significant difference in asymmetric controllability, and it is then better to vary the choice of the failed engine to avoid anticipation by the applicant. Clearly, on four-engine aircraft, an outer engine shall be chosen for the LST and LPC as that does make a significant difference compared to an inboard engine failure.

d) For an OPC, operations does not specify which engine shall be failed and hence the examiner is free to choose. Therefore, with an OPC there are often significant advantages in practicing the different scenarios observing subsequent actions and challenges from encountering different engine failure scenarios, e.g. Stalls and surges during climb, failures close to acceleration altitude/during turns etc.

e) Examiners and operators should record the engine failed during an proficiency check to ensure each engine failure is practiced during a three-yearly training cycle.

A2.23 Pilot Incapacitation

a) This should be taken to its full conclusion, e.g. would a co-pilot without nose wheel steering taxi and how far?

b) If he/she has asked the ambulance to meet the aircraft how does he/she handle this?

c) Does he/she make use of any automatics?

d) The examiner should give some thought as to how to instigate the incapacitation, and when and how the incapacitation is to occur. A subtle incapacitation is the hardest to recognise and checks that company Standard Operating Procedures (SOPs) are satisfactory.

e) Incapacitation should be practised during LVO training and should be covered during a three- yearly cycle. When take-off in minimum RVR is dependent on Paravisual Display (PVD), incapacitation should take this into account.

A2.24 Pressurisation/Smoke:

a) The use of the oxygen mask is an essential part of an emergency descent with cabin pressure failure and contaminated cockpit drills. The crew's ability to establish communication with each other, ATC, cabin crew etc. can only be assessed if masks are used.

b) In an aircraft care shall be taken not to depressurise the cabin and to ensure that aircraft safety is taken into account if oxygen masks are donned.

c) In a smoke scenario in an FFS, the use of any simulated smoke options in the device is not essential. However, it should be noted that this introduces a very real

dimension, pressure, visual difficulties and impediment to crew communications. Examiners and operator should consider periodic use of this tool if available.

A2.25 Automation:

a) On fly-by-wire aircraft, the use of manual thrust on a proficiency test/check engine-out ILS (item 3.9.3.4) is left to the examiner's discretion. However, even in these types, if the aircraft can be dispatched with an unserviceable auto-throttle, the pilot's ability to perform this exercise using manual thrust shall be checked on a three-yearly cycle.

b) When an OPC is not combined with either a skill test or licensing proficiency check, it should be flown as per company SOPs.

A2.26 Radiotelephony:

a) As examiners lead by example, great care shall be taken to ensure that their own RTF is correct and in regulations. An appraisal of the crew's RTF is an integral part of the test/check. Errors should be debriefed in order to maintain the required standard within the airline and improve aviation safety.

A2.27 Altimetry:

a) CFIT risks as a result of altimeter setting, temperature or procedural errors are a significant concern; poor crew-co-ordination, knowledge and situational awareness and subsequent setting errors add to this risk. Candidates must demonstrate robust discipline with altimeter setting procedures and demonstrate robust situational awareness, communication, workload management and crew co-ordination.

b) Examiners should ensure that scenarios are arranged to adequately observe altimeter setting procedures and observe that these are safely completed. For

c) Winter operations can generate significant low temperature error issues that may require altimeter correction. It is strongly recommended that crews are periodically assessed and presented with scenarios requiring awareness and temperature errors potentially requiring correction.

d) If crews may operate into metric airspace, it is strongly recommended that crews are periodically assessed and presented with scenarios requiring the demonstration of metric altimeter setting procedures.

Note: Approaches utilising FMC calculated descent paths (e.g. VNAV, IAN etc), there is a risk of CFIT with incorrect altimeter settings and poor crew co-ordination and situational awareness of the correct vertical path. On board aircraft systems, such as GPWS and EGPWS may rely on the altimeter subscale setting, so if this is incorrect, there may be no warnings generated. It is therefore crucial that crews demonstrate robust procedures, techniques and knowledge to mitigate these threats. For example, temperature error awareness, altimeter setting, distance to height from the threshold and crew co-ordination flying the approach.

A.2.28 CFIT risks and terrain awareness:

There have been a number of Controlled Flight Into Terrain (CFIT) related events while aircraft are being radar-vectored by Air Traffic Control (ATC) in the vicinity of significant

terrain, particularly during the approach phase. It appears that crews may be unaware of the Minimum Radar Vectoring Altitude or the Minimum Safe Altitude (MSA) in the area in which they are being vectored, as in some of the events the crew were not utilising all the available sources of terrain data.

a) Crews shall demonstrate technical and non-technical skills in monitoring the position of the aircraft and the relationship of its altitude to the MSA in the area and confirm that each descent clearance below MSA is safe.
b) If an ATC Surveillance Minimum Altitude Chart and the MSA contours/terrain and obstacle information on the procedure chart in use should be utilised and crews shall demonstrate knowledge on the values and terrain separation afforded.
c) The Enhanced Ground Proximity Warning System (EGPWS) terrain display function should be used to monitor the aircraft's position in relation to terrain when appropriate, and crews should familiarise themselves with the display logic and any potential inaccuracies within the system.
d) It should be noted that radar vectoring altitudes assigned by ATC are not always temperature compensated.
e) Should any crew member have doubt about the terrain clearance afforded by an ATC clearance it must be immediately challenged.
f) Operators should review and, if necessary, amend their Operations Manuals to ensure that crews are aware of the above and appropriate training and guidance are provided.
g) Recurrent training and testing programmes should incorporate adequate sampling of crew knowledge and skills with regards to CFIT and terrain separation, including periodic training and assessment of terrain escape manoeuvres.

A2.30 Situational Awareness:

a) Examiners are strongly encouraged to conduct test/checks in such a way that, as ATC, they maximise the need for crews to exercise Situational Awareness (SA) throughout. SA is so often a contributory or causal factor in incidents and accidents, so every opportunity shall be taken to assess and develop it during checks. For example, a crew who request ATC vectors as delaying action whilst dealing with an abnormal or emergency situation should instead be given a procedural clearance to a holding facility. Whereas in reality radar might be expected to be more helpful, the suggested course of action is not unrealistic and will reveal more about the crew's skills, both technical and non-technical: chart interpretation, terrain/Minimum Safe Altitude (MSA) awareness, hold programming in the Flight Management Computer (FMC), time management etc.
b) In general, examiners should be reactive rather than proactive in the role of ATC, to encourage crews to think for themselves. ATC should not offer a simplified missed approach procedure in

the event of a go-around from an engine-out approach unless it is in response to a request from the pilot. Also, following an engine failure on take-off, should the crew continue to fly straight ahead with no thought to the Sector Safe Altitude (SSA) or have a "plan of action", the examiner should not vector/reduce speed etc. to keep them safe.

A2.31 Detailed testing standard and guidance summary and combined testing.

a) If a test is conducted without a fully constituted crew, each crew member is expected to demonstrate competency in their normal operating seat. Exceptions to this may be acceptable, for example: two training captains, a captain not normally acting as PF when operating in the RHS. Two first officers shall complete all handling exercises and scenario-based assessments in their normal operating seat. Exception can be made for scenario-based assessments, but as there are only limited scenarios where two first officers could find themselves operating together, this should not be routinely scheduled.

b) Where PF is referred to, Pilot monitoring from PM in MPA is a crucial function of safe operations and shall be continually assessed.

c) Examiners must address HF and overall competency on the LST/LPC.

d) Where non-Mandatory (M) items included within Part FCL appendix 9/CAA Form 1158 are included in a scenario or recurrent programme, competency in these items must always be observed to an acceptable standard. For example, if the applicant elects to take up a hold or that is part of an arrival or general scenario, then that item becomes an assessable part of the LPC that shall be passed to an acceptable standard.

e) All exercises shall be conducted and flown in accordance with SOP or as required by the manoeuvre and normal or abnormal procedure.

f) Whilst SOP shall be respected for normal and abnormal operations. Competent manual flying skills in all phases of flight or during any abnormal situation shall never be in doubt.

g) Operators whose SOPs limit manual flying in normal operations, may wish to periodically introduce additional exercises into their FFS training to develop and retain manual flying skills.

The notes in the following table should be followed, in all other cases the detailed testing standard relating to these items shall be adhered to. This table may be used to augment form CAA Form 1158:

Each event during an LST, or LPC, e.g. an engine failure, should be recorded as a single item (e.g. on form CAA FORM 1158). Therefore, an engine failure on take-off should be recorded only as item
2.5. However, when one failure leads to consequent failures or system malfunctions then each element can be recorded separately, e.g. Engine Failure between V1 and V2 followed shortly afterwards by an engine fire can be recorded in 2.5.2 and 3.6.1. Similarly, a Hydraulic system failure may result in a landing gear malfunction, and then 3.4.5 and 3.4.12 can be recorded. However, this should not be used a means of signing off the required 3.4 item to expedite a test; three 3.4 and three 3.6 items require comprehensive assessment.

Some of the items contain a number of elements. It is not necessary to complete all of the elements of the item for it to be recorded, for example item 3.6.3 '*Engine failures, shutdown and restart at a safe height*'. This item should be used to record engine related failures in other phases of flight other than those detailed in item 2.5. There is though no requirement

to relight the engine if the failure or procedures do not permit. However, if there are any situations in which relight attempts are permitted, e.g. following flameout in descent at low power, then relight procedures should be included at some point in a three-year recurrent cycle.

The same can be applied to 3.4.10 '*Ground proximity warning, system, weather radar, radio altimeter, Transponder*' where an individual element is sufficient for the item to be recorded, but all of the elements should be covered over a three-year recurrent training cycle.

Note: Whilst Appendix 9 and instructions herein are definitive for completion of a compliant skills test or proficiency check, if any additional requirements are detailed within published Operational Suitability Data (OSD) relevant to type, these shall also be complied with. Exemption from appendix 9 items may also be permitted if clearly detailed within an approved OSD.

	MPL/ATPL/TYPE-RATING SKILL TEST/PROF CHECK				
Manoeuvres/Procedures **Note: Shall include MCC, HF and overall competency for each item**	**PF**	**Crew (Or PM)**	**M FFS or A/C**	**Automation**	**Notes**
SECTION 1	**Shall be PF if SPHPCA**				
1 Flight Preparation					
1.1 Performance calculation	✓ (As per SOP)	✓ (As per SOP)			Shall always be covered if testing in an aircraft In an FFS, may be covered in the briefing room using Other Training Devices or training material and the TRE may ascertain adequate knowledge by questioning In an FFS, an examiner should consider periodic reviews within a scenario, for example: an
1.2 Aeroplane ext. visual inspection; location of each item and purpose of inspection	Each pilot must complete			N/A	A rating issue may be completed prior to this item being completed. This may be completed on the first LIFUS sector on a ZFT course or during a base training detail. It is recommended that operators provide training for this during ground technical training, for example via
1.3 Cockpit inspection	✓ (As per SOP)	✓ (As per SOP)		N/A	Shall always be covered if aircraft testing In an FFS, may be covered in the briefing room using Other Training Devices or training material and the TRE may ascertain adequate knowledge by questioning
1.4 Use of checklist prior to starting engines starting procedures, radio and navigation equipment check, selection and setting of	✓ (As per SOP)	✓ (As per SOP)	**M**	N/A	Shall always be covered if aircraft testing. Abnormal operations shall always be tested in the FFS. Full shut down checks should be assessed on an LST, but only periodically tested for a recurrent proficiency check.
1.5 Taxiing in compliance with air traffic control or instructions of instructor	✓ (As per SOP)	✓ (As per SOP)		N/A	A reasonable sample of competence taxying should be periodically reviewed and never in doubt. Use of stop bars and techniques to avoid runway incursion should be routinely tested. If the first officer is unable to taxy, for example due to not having a tiller, then this is not required for an FO in the PF role. However, procedures for a captain incapacitation should be considered and periodically
1.6 Before take-off checks			**M**	N/A	Shall always be conducted if testing in an aircraft. Shall always be conducted in an FFS, however with the agreement of the crew under test and if clearly practical to do so, this item may be abbreviated after the first departure and outside of full scenarios.
SECTION 2					
2 Take-offs					
2.5-2.5.3 Take-offs with simulated engine failure	✓		**M**	AP may be engaged when safely established in the climb and in accordance with SOP. However, ability to manually control the aircraft and trim appropriately shall never be	Whilst several failure options may be considered, examiners must consider periodically varying the level of challenge. For example: - Engine failures with an emergency turn procedures - MAUW A large V1/VR spilt is acceptable, however, an examiner should also consider more challenging failures around VR.
					Conducted from the pilots normal operating seat in accordance with SOP. If a pilot may operate in either seat, or if SOPs require the right seat pilot to be PM, then completion of this item as PF in the right seat should be included in the three year cycle.. - Whilst it is usually desirable to test this item at high speed, low speed severe engine malfunctions below
2.6 Rejected take-off at a reasonable speed before reaching V1. (Not to be conducted in aircraft other than as a static touch drill procedure.)	✓ (As per SOP)	✓ (As per SOP)	**M**	As per SOP	

SECTION 3					**A minimum of 3 abnormal items shall be selected from 3.4.0 to 3.4.14 inc.**
3.4 Normal and abnormal operations of following systems			**M**		
3.4.0 Engine (if necessary propeller)		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF This item will not normally be combined with item 2.5 or 3.6.1
3.4.1 Pressurisation and air-conditioning		✓		As per SOP	If this item involves an emergency descent (and may be combined with item 3.6.6) then that shall be completed in the pilots normal operating capacity in accordance with SOP. It should also be periodically reviewed as a single pilot event in multi pilot aircraft in the event of incapacitation (and may be combined with 3.6.7) or absence from the flight deck.
3.4.2 Pitot/static system		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF
3.4.3 Fuel System		✓		As per SOP	May be combined with 3.6.4 - If the aircraft is capable of fuel jettison, this should be periodically reviewed. However, the entire time taken to jettison fuel may not be required and an examiner may reset fuel quantity after a crew has demonstrated sufficient competence manging the procedure.
3.4.4 Electrical system		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF
3.4.5 Hydraulic system		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF, for example dual hydraulics failures resulting in configuration issues or direct law on FBW types, manual reversion etc May be combined with associated systems in 3.4 below
3.4.6 Flight control and Trim-System		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF
3.4.7 Anti and de-icing system, Glare shield heating		✓		As per SOP	
3.4.8 Auto-pilot/Flight director	✓	✓	**M** (SPHPCA)	As per SOP	Any manoeuvres associated with a flying technique shall be evaluated as PF. Auto thrust or auto-throttle shall be periodically included within this category and each pilot will act as PF when dealing with failures.
3.4.9 Stall warning devices, and stability augmentation devices		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF
3.4.10 Ground proximity warning system, weather radar, radio altimeter, transponder	✓	✓		As per SOP	Escape manoeuvres after an activation of a GPWS or EGPWS warning shall be conducted as PF. Systems reviews may be conducted as a crew. Where any manoeuvre involves a flying or handling technique, e.g. direct law approach due to an RA fault, a pilot should be tested periodically as PF
3.4.11 Radios, navigation equipment, instruments, flight management system		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF
3.4.12 Landing gear and brake system		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF
3.4.13 Slat and flap system		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF

3.4.14 Auxiliary power unit		✓		As per SOP	

3.6 Abnormal and emergency procedures			**M**		**A minimum of 3 items shall be selected from 3.6.1 to 3.6.9 inclusive**
3.6.1 Fire drills e.g. Engine, APU, cabin, cargo compartment, flight deck, wing and electrical fires including evacuation		✓		As per SOP i	An evacuation is not always required to complete this tem, however a scenario resulting in this should be periodically tested. An evacuation scenario may be combined with a rejected take-off, landing or taxiing event.
3.6.2 Smoke control and removal	✓ (As per SOP)	✓ (As per SOP)		As per SOP	Additional elements, such as electrical malfunctions, slat and flap may be combined.
3.6.3 Engine failures, shut-down and restart at a safe height		✓		As per SOP	If not one of the 3 required mandatory items, then this may be combined with other engine malfunction scenarios. There is benefit periodically testing engine malfunctions that may not result in a full engine shut down, this item may be used for that aspect. A relight is not always required for this item. It is acknowledged that a relight may often not be advisable, however, a relight should be periodically reviewed either as a stand-alone test item or a scenario based event.
3.6.4 Fuel dumping (simulated)		✓		As per SOP	May be combined with 3.4.3 - If the aircraft is capable
					of fuel jettison, this should be periodically reviewed. However, the entire time taken to jettison fuel may not be required and an examiner may reset fuel quantity after a crew has demonstrated competence
3.6.5 Windshear at take-off/landing	✓		FFS only	As per SOP	Pilot monitoring from PM is an assessable competence
3.6.6 Simulated cabin pressure failure/emergency descent	✓ (As per SOP)	✓ (As per SOP)			This item may be combined with item 3.4.1 and shall be completed in the pilots normal operating capacity in accordance with SOP. It should also be periodically reviewed as a single pilot event in multi pilot aircraft in the event of incapacitation (and may be combined with 3.6.7) or absence from the flight
3.6.7 Incapacitation of flight crew member (Multi-pilot operations only)	✓			As per SOP	May be combined with any other exercise and periodically reviewed for all flight crew in MPA aircraft.
3.6.8 Other emergency procedures as outlined in the appropriate flight manual	✓ (As per SOP)	✓ (As per SOP)		As per SOP	Should be defined and specific emergency procedures as defined in at AFM.
3.6.9 TCAS event	✓		FFS only	As per SOP	A TCAS scenario should be taken to conclusion. For example, after the manoeuvre has been completed, the crew should recover their flight path and clearance, rebuilding automation satisfactorily. Whilst limitations within many FSTDs, Examiners should strive to create the most realistic scenario as possible. For types with auto-TCAS, i.e. RA is flown with autopilot remaining engaged, this item may be tested as a crew. CAT operators should include a manual TCAS RA flown as PF in the 3-year cycle.
3.7 UPRT					
3.7.1 Recovery from stall events in: - take-off configuration - clean configuration at low altitude; - clean configuration near maximum operating altitude; and - landing configuration.	✓			As required	Examiners should consider taking scenarios to full recovery. For example, rebuilding automation and re- establishing clearance and safe altitude etc.

3.7.2 The following upset exercises: - recovery from nose-high at various bank angles; and - recovery from nose-low at various bank angles	✓		FFS qualified for the training task only	As required	Examiners should consider taking scenarios to full recovery. For example, rebuilding automation and re-establishing clearance and safe altitude etc.

3.8 Instrument flight procedures					
3.8.1 Adherence to departure and arrival routes and ATC instructions	*		**M**	As per SOP	See detailed testing standard. A reasonable sample of each is required to be completed by each pilot under test.
3.8.2 Holding procedures			–	As per SOP	If a pilot elects to take up a hold or one is required in any given scenario, then this item shall become assessable. Holding procedures should be periodically tested. Correct holding procedures must be followed. Examiners may also wish to test non-standard
3.8.3 3D operations to DH/A of 200 feet (60m) or to a higher minima, if required, by the procedure but not				As per SOP	See detailed testing standard.
3.8.3.1 Manually, without flight director			M (Skills test only)	Manually means without Flight director, autopilot and auto-thrust	Raw data navaids must be displayed and monitored, however the use of vertical and Lateral Navigation displays may be optimised to promote best practice to support Situational Awareness. However, this must not be relied upon and not used as a prime source of
					data by the crew.
3.8.3.2 Manually, with flight director				Manually means with Flight director, but without autopilot and auto-thrust.	If the approach requires them, raw data navaids must be displayed and monitored, however the use of vertical and Lateral Navigation displays may be optimised to promote best practice to support Situational Awareness. However, this must not be relied upon and not used as a prime source of data by the crew.
3.8.3.3 With auto-pilot				As per SOP	This may be combined with section 6
3.8.3.4 Manually, with one engine simulated inoperative during final approach, either until touchdown or through the complete missed approach procedure (as applicable), starting: (i) before passing 1000 ft above aerodrome level; and (ii) after passing 1000 ft above aerodrome level.			M	Autopilot and autothrust* shall be disengaged either before localiser intercept or at the same time as the engine fails, if below 1000'.	This item requires the completion of one of the two options, EITHER engine failure occurs above 1000' before localiser, (or equivalent) intercept OR engine failure occurs after 1000'. The latter option was introduced as part of the UPRT amendments and tests a pilot's ability to make an appropriate decision configure the aircraft correctly and accurately fly the approach or missed approach procedure. If the missed appraoch is flown, this may be assessed as Item 4.4, even if commenced above DH,MDH or MAPt. Examiners should vary this item between the two options. * On 4th generation aircraft with a highly reliable auto thrust, the examiner may elect to permit the applicant to leave the auto thrust engaged. However, competence to manually control thrust and trim changes must never be in doubt and it is recommended that operators periodically test competence without auto thrust.

3.8.4 2D operation down to MDH/A			**M**	As per SOP	
3.8.5 Circling approach under the following conditions (a) approach to specified minimum circling altitude/height in simulated IMC. Followed by: (b) circling approach to another runway at least 90° off centreline from final approach used in item (a) Remark: If (a) and (b) are not possible due ATC, simulated low visibility pattern may be performed.				As per SOP	

SECTION 4					
4 Missed Approach Procedures					
4.1 Go-around with all engines operating during a 3D operation on reaching decision height	✓			As per SOP	Examiners should periodically assess the ability to manage high performance aircraft go-arounds with all engines operating. A useful challenge would be a lower platform or acceleration altitude or complex
4.3 Other missed approach	✓			As per SOP	Examiners should consider missed approaches involving, procedural turns, ATC instructions, etc
4.4 Manually go-around with critical engine simulated inoperative after an instrument approach on reaching DH/ MDH/A or MAP	✓		**M**	If auto-thrust / auto-throttle is able to be disconnected, shall remain disengaged until completion of the go-around procedure	Completion of the go-around procedure would normally be regarded as after acceleration and with the after take-off or go-around checklist completed. However, completion of this item may be at any point above 1500'AAL and once the examiner is satisfied that competence in handling the manoeuvre manually is not in doubt. This may be especially helpful for operators whose SOP is to continue to the first
4.4 Rejected landing at 15m (50 ft) above runway threshold and go- around	✓			As per SOP	Examiners should periodically assess capability for pilots to manage rejected landings.
SECTION 5					
5 Landings					
5.1 Normal landing with visual reference established when reaching DA/H following an instrument	✓			As per SOP	
5.2 Landing with simulated jammed horizontal stabiliser in	✓			As per SOP	May be combined with 3.4.6
5.5 Landing with critical engine simulated inoperative	✓		**M**	shall be disengaged no later than 200' AAL SOP shall be respected with	
5.6 Landing with two engines simulated inoperative: (Not 2 eng. Aircraft)	✓		**M** (Skills Test Only)	shall be disengaged no later than 200' AAL SOP shall be	
SECTION 6 (If required – training and testing requirements to be completed in accordance with an Operator's approval					
6 Type rating for instrument approaches down to a decision height of less than 60 m (200 ft) (CAT II/III)	**Note 1** For instrumental approaches down to a DH of less than 60 m (200 ft) **Note 2** During the following instrument approaches and missed approach procedures all aeroplane equipment required for type certification of instrument approaches down to a DH of less than 60 m (200 ft) shall be used.				
6.1 Rejected take-off at minimum authorised RVR	✓ (As per SOP)	✓ (As per SOP)	**M** FFS only	As per SOP	May be combined with any other scenario or element

6.2 CAT II/III approaches. In simulated IMC down to DH, using flight guidance system. Standard procedures of crew coordination (task sharing, call out procedures, mutual surveillance, information exchange and support) shall be observed.	✓ (As per SOP)	✓ (As per SOP)	**M**	As per SOP	May be combined with any other scenario or element
6.3 Go-around from DH	✓ (As per SOP)	✓ (As per SOP)	**M**	As per SOP	May be combined with any other scenario or element
Note 1: The training also shall include a go-around due to (simulated) insufficient RVR, wind shear, aeroplane deviation in excess of approach limits for a successful approach, and ground/airborne equipment failure prior to reaching DH and, go-around with simulated airborne equipment failure. **Note 2:** Special attention shall be given to go-around procedures with pre-calculated manual or automatic go-around attitude guidance.					
6.4 Landing(s) with visual reference established at DH. (Auto-land if fitted.)	✓ (As per SOP)	✓ (As per SOP)	**M**	As per SOP	May be combined with any other scenario or element
PBN					
To establish or maintain PBN privileges, one approach shall be an RNP APCH.	✓		**M (if PBN required)**	As per SOP	May be combined with a 3D approach or as a stand-alone test item.

A2.32 Overall Competency:

As detailed throughout this document and as defined in Part FCL Appendix 9, the assessment of a pilot's performance shall be both technical and non-technical. It is a requirement to demonstrate the principles of Human Factors and safe competence in accordance with known best practice. If an unacceptable reduction in safety margin or an unacceptable behaviour is demonstrated at any time, a fail may be awarded. The pilot must not return to line operations until performance can be resolved.

Appendix 9 extracts:

Appendix 9 – Section A paragraph 15:

The following matters shall be specifically checked by the examiner for applicants for the ATPL or a type rating for multi-pilot aircraft or for multi-pilot operations in a single-pilot aeroplane extending to the duties of a PIC, irrespective of whether the applicant acts as PF or PM:

a) management of crew cooperation;
b) maintaining a general survey of the aircraft operation by appropriate supervision; and
c) setting priorities and making decisions in accordance with safety aspects and relevant rules and regulations appropriate to the operational situation, including emergencies.

Appendix 9 – Section B paragraph 3: Flight test tolerance

The applicant shall demonstrate the ability to:

a) operate the aeroplane within its limitations;
b) complete all manoeuvres with smoothness and accuracy;
c) exercise good judgement and airmanship;
d) apply aeronautical knowledge;

e) Maintain control of the aeroplane at all times in such a manner that the successful outcome of a procedure or manoeuvre is always assured;

f) understand and apply crew coordination and incapacitation procedures, if applicable; and

g) communicate effectively with the other crew members, if applicable.

APPENDIX 3 – Performance Criteria

A3.1 Candidate Competency

A pilot competency framework has been introduced as part of the EBT regulations. It is recommended that these competencies and the observable behaviours are adopted by all training organisations and operators, for use by examiners to facilitate accurate assessment and root cause analysis.

The Competency Framework is reproduced below on a single page to facilitate extraction and use by examiners as an aide memoire. Competency descriptors are as follows:

Acronym	Competency	Description
KNO	Application of knowledge	Demonstrates knowledge and understanding of relevant information, operating instructions, aircraft systems and the operating environment.
PRO	Application of procedures & compliance with regulations	Identifies and applies appropriate procedures in accordance with published operating instructions and applicable regulations.
COM	Communication	Communicates through appropriate means in the operational environment, in both normal and non- normal situations.
FPA	Aeroplane flight path management –	Controls the flight path through automation.
FPM	Aeroplane flight path management – manual	Controls the flight path through manual control.
LTW	Leadership & teamwork	Influences others to contribute to a shared purpose. Collaborates to accomplish the goals of the team.
PSD	Problem-solving – decision-making	Identifies precursors, mitigates problems, and makes decisions.
SAW	Situation awareness and management of	Perceives, comprehends and manages information and anticipates its effect on the
WLM	Workload management	Maintains available workload capacity by prioritising and distributing tasks using appropriate resources.

Application of knowledge (KNO)	Application of procedures and compliance with regulations (PRO)	Communication (COM)
1.1 Demonstrates practical and applicable knowledge of limitations and systems and their interaction	**1.1** Identifies where to find procedures and regulations	**2.1** Determines that the recipient is ready and able to receive information
1.2 Demonstrates required knowledge of published operating instructions	**1.2** Applies relevant operating instructions, procedures and techniques in a timely manner	**2.2** Selects appropriately what, when, how and with whom to communicate
1.3 Demonstrates knowledge of the physical environment, the air traffic environment and the operational infrastructure, (including routings, weather, airports)	**1.3** Follows SOPs unless a higher degree of safety dictates an appropriate deviation	**2.3** Conveys messages clearly, accurately and concisely
1.4 Demonstrates appropriate knowledge of applicable legislation	**1.4** Operates aeroplane systems and associated equipment correctly	**2.4** Confirms that the recipient demonstrates understanding of important information
1.5 Knows where to source required information	**1.5** Monitors aircraft systems status	**2.5** Listens actively and demonstrates understanding when receiving information
1.6 Demonstrates a positive interest in acquiring knowledge	**1.6** Complies with applicable regulations	**2.6** Asks relevant and effective questions
1.7 Is able to apply knowledge effectively	**1.7** Applies relevant procedural knowledge	**2.7** Uses appropriate escalation in communication to resolve identified deviations
		2.8 Uses and interprets non-verbal communication in a manner appropriate to the organisational and social culture
		2.9 Adheres to standard radiotelephone phraseology and procedures
		2.10 Accurately reads, interprets, constructs and responds to datalink messages in English

Aeroplane flight path management – automation (FPA)	Aeroplane flight path management – manual control (FPM)	Leadership & teamwork (LTW)
3.1 Uses appropriate flight management, guidance systems and automation, as installed and applicable to the conditions	**4.1** Controls the aircraft manually with accuracy and smoothness as appropriate to the situation	**5.1** Encourages team participation and open communication
3.2 Monitors and detects deviations from the intended flight path and takes appropriate action	**4.2** Monitors and detects deviations from the intended flight path and takes appropriate action	**5.2** Demonstrates initiative and provides direction when required
3.3 Manages the flight path safely to achieve optimum operational performance	**4.3** Manually controls the aeroplane using the relationship between aeroplane attitude, speed and thrust, and navigation signals or visual information	**5.3** Engages others in planning
3.4 Maintains the intended flight path during flight using automation while managing other tasks and distractions	**4.4** Manages the flight path safely to achieve optimum operational performance	**5.4** Considers inputs from others
3.5 Selects appropriate level and mode of automation in a timely manner considering phase of flight and workload	**4.5** Maintains the intended flight path during manual flight while managing other tasks and distractions	**5.5** Gives and receives feedback constructively
3.6 Effectively monitors automation, including engagement and automatic mode transitions	**4.6** Uses appropriate flight management and guidance systems, as installed and applicable to the conditions	**5.6** Addresses and resolves conflicts and disagreements in a constructive manner
	4.7 Effectively monitors flight guidance systems including engagement and automatic mode transitions	**5.7** Exercises decisive leadership when required
		5.8 Accepts responsibility for decisions and actions
		5.9 Carries out instructions when directed
		5.10 Applies effective intervention strategies to resolve identified deviations
		5.11 Manages cultural and language challenges, as applicable

Problem-solving — decision-making (PSD)	Situation awareness and management of information (SAW)	Workload management (WLM)
6.1 Identifies, assesses and manages threats and errors in a timely manner	**7.1** Monitors and assesses the state of the aeroplane and its systems	**8.1** Exercises self-control in all situations
6.2 Seeks accurate and adequate information from appropriate sources	**7.2** Monitors and assesses the aeroplane's energy state, and its anticipated flight path	**8.2** Plans, prioritizes and schedules appropriate tasks effectively
6.3 Identifies and verifies what and why things have gone wrong, if appropriate	**7.3** Monitors and assesses the general environment as it may affect the operation	**8.3** Manages time efficiently when carrying out tasks
6.4 Perseveres in working through problems while prioritising safety	**7.4** Validates the accuracy of information and checks for gross errors	**8.4** Offers and gives assistance
6.5 Identifies and considers appropriate options	**7.5** Maintains awareness of the people involved in or affected by the operation and their capacity to perform as expected	**8.5** Delegates tasks
6.6 Applies appropriate and timely decision-making techniques	**7.6** Develops effective contingency plans based upon potential risks associated with threats and errors	**8.6** Seeks and accepts assistance, when appropriate
6.7 Monitors, reviews and adapts decisions as required	**7.7** Responds to indications of reduced situation awareness	**8.7** Monitors, reviews and cross-checks actions conscientiously
6.8 Adapts when faced with situations where no guidance or procedure exists		**8.8** Verifies that tasks are completed to the expected outcome
6.9 Demonstrates resilience when encountering an unexpected event		**8.9** Manages and recovers from interruptions, distractions, variations and failures effectively while performing tasks

A3.2 Tolerance

A3.2.1 Altitude or Height

Normal Flight	± 100ft
With simulated engine failure	± 100ft
Initiating go-around at DH/A	+ 50ft/-0ft
3D and 2D Operation. LNAV, LNAV/VNAV, RNP APCH (LNAV/VNAV) using	Not more than 75ft below the vertical profile at any time, and not more than 75ft above the profile at or below 1000 feet above the aerodrome level.
3D Operation (LPV, ILS, MLS, GLS)	Half scale glidepath deflection
Minimum descent height / MAPt/altitude	+ 50ft/-0ft

A3.2.2 Tracking

Radio Aids based approach	+/- 5 Degrees
3D Operation (LPV, ILS, MLS, GLS)	Half scale azimuth deflection
3D and 2D Operation – Linear Deviations	Cross track error/deviation shall be limited to +/- ½ the RNP value associated with the procedure. Brief deviations from this standard up to a maximum of 1x the RNP value are allowable.
RNP approaches – FMS tolerance	Maximum acceptable difference in track between an FMS database and that published shall be the lesser of that required by regulation, a manufacturer limitation or that defined as part of an operators' approval.

A3.2.3 Heading

All engines operating	± 5°
With simulated engine failure	± 10°

A3.2.4 Speed

All engines	± 5kt
Asymmetric	+10/-5kt

Note: When making an assessment, turbulence, handling qualities and aircraft performance should be taken into account.

A3.3 Further Guidance

A3.3.1 Height Accuracy

The applicant need not be failed if an error of more than 100ft occurs two or three times. However, the examiner should seriously consider awarding an individual fail if:

a) Height error of more than 200 ft occurs.
b) An error of 100ft or more is uncorrected for an unreasonable period of time.

A3.3.2 Approach minima

a) During a 2D Operation when constant descent profile is flown care shall be taken not to descend below MDH/MDA when a missed approach is being conducted. However, it should be noted that many company chart providers already factor the MDH/MDA and convert this to a DH/DA; in that case dipping below the DH/DA is acceptable during the Go-Around manoeuvre provided this was initiated at or above the DH/DA.
b) RVR shall be checked against airfield minima prior to commencing an approach to land.

A3.3.3 Tracking Accuracy

a) On a radio aid based 2D operation e.g. NDB/DME, VOR/DME, a failure should be awarded at any time during the test/check if there is an inability to settle within ±5° of the specified track or correcting track the wrong way and maintaining the error for an unreasonable period.

A3.3.4 Speed accuracy

a) The 5kt limit in climb, cruise and approach should be extended to 10kt in the case of jet aircraft and an airspeed error of 15kt at any time.
b) If the test/check is conducted in an aircraft, the examiner should make allowance for turbulent conditions.
c) During the second segment climb following an engine failure minor speed excursions below V2 are acceptable if corrected without delay.

A3.3.5 Testing challenges on 4th Generation aircraft

a) On some 4th generation types, e.g. B787, departure performance is often highly optimised, particularly when an assumed temperature and derate is used in combination. In these situations, it is acknowledged that these situations need precise techniques and VMCA restrictions may prevent the addition of power. A candidate trying to correct may create an undesirable state, e.g. descent. Examiners should be mindful of this and are ultimately looking for safe actions to correct the flight path where possible, safe all-round handling and excellent situational awareness of the aircraft state, terrain and sound decision making to correct any deviations. A pass may be considered if the techniques were acceptable and safe, alternatively a repeat or retest may be considered to refine techniques.
b) For HUD equipped aircraft, simulator IOS's are often equipped with a screen showing the data available to the PF. It is an examiners tendency to focus on this display, however, observing a candidate can provide much useful information to an examiner. For example, a pilot may fly a manual 3D approach within limits, however, they may be generating significant self-induced oscillation not apparent on the HUD, they may not have the aircraft correctly trimmed etc. So, it is recommended the examiner also monitors the Pilot Flying/Pilot Handling and doesn't just focus on the HUD display.

APPENDIX 4 - Testing in Simulators

A4.1 Persons authorised to conduct tests in the simulator shall themselves have had practical training in its operation, especially with regard to the functionality of the Instructor Operating Station or Console.

A4.2 Prior to any test the examiner shall ensure that the simulator is certified by the CAA and has a valid Simulator Qualification Certificate and the ATO (and operator for OPC) is approved for the type of check planned and it is properly defined in the respective training manuals, technical log shall be checked for defects and a visual inspection made of the area in the vicinity of the simulator.

A4.3 Examiners shall ensure that all occupants are briefed on FSTD safety to ensure that they are aware of all safety equipment and procedures in the FSTD in case of an emergency. This briefing should cover the following items:

Fire/smoke detection, warning and suppression systems including fire alarm tests; two-way communication system for contacting simulator engineers or requesting assistance; emergency lighting; escape exits and escape routes; occupant restraints (seats, seat belts etc.); external warning of motion and access ramp or stairs activity; danger area markings; guard rails and gates; motion and control loading emergency stop controls accessible from either pilot or instructor seats; manual electrical power isolation switch.

A4.4 Use of harnesses should be in accordance with the OEM and simulator operator's procedures, however as a general principle, all persons should be securely strapped in when the motion is on.

A4.5 Some thought should be given to the value of continuing a simulated smoke emergency to the landing, to see how the crew cope with the limited visibility. If smoke is not available, some form of etched goggles or other method should be used.

A4.6 Following the test, examiners shall ensure any defects, unserviceability's and lost time are recorded in the operator's technical log system. Simulator operators have a requirement to monitor defects as part of their management system and reliability forms an essential part of the qualification and approval process. Therefore, should a simulator engineer rectify a defect during the detail it is still important that the fault be recorded in the technical log. Where these have caused significant disruption, or persisted for more than one check, the examiner should inform the Head FSTD Standards at the CAA at the earliest opportunity by email to ops@caa.gov.mv for the attention of the Principal FSTD Inspector.

A4.7 Questions have been raised regarding what level of turbulence should be selected in the simulator when conducting a test or check. Specifying a level of turbulence that should be 'routinely applied' would detract from permitting the examiner applying his own judgement. The level of turbulence should reflect the weather conditions considered normal for the area of operation and the specific weather briefing being provided to the candidates. In the event that benign weather conditions were provided in the simulator scenario, to simulate a high-pressure influence for example, then a minimum level of turbulence might be appropriate. If the specific weather briefing reflected turbulence then such turbulence should be reflected in the simulator. If the exercise is to cover high wind scenarios whether for crosswind handling or windshear etc. then an appropriate level of turbulence should be reflected. The selection of zero turbulence during a test/check would not be considered acceptable. If the examiner is conducting a training exercise which requires precise flying limits to be demonstrated during a particular event, e.g. LVO training, where the applicant is being shown the visual references that are present at 200ft, 100ft and 50ft respectively, the examiner may wish to have no external influences that may alter the aircraft's position in respect of the runway (i.e. no wind and no turbulence). In this case it would be quite acceptable not to have any turbulence selected.

APPENDIX 5 - Training and Testing in Aircraft

A5.1 Use of Aircraft for Training and Testing and Meaning of 'Available' in the context of using simulators;

A5.1.1 Whilst a test may satisfy a basic requirement in an aircraft, the quality and scope of the check will always be very limited compared to what can be achieved in an FSTD. which is why the regulation has been written as requiring an FSTD to be used when available and why the CAA are defining a policy to control this matter more carefully without impeding NCC operations and AOC operators unreasonably.

A5.2 Appendix 9states:

"CONDUCT OF THE TEST/CHECK"

"Full flight simulators and other training devices, when available, shall be used ...".

A5.2.1 In this context, Part-FCL aims to prevent the use of an aircraft for manoeuvres and exercises that may involve reduced safety margins, where use of a simulator, where available, carries little or no risk to flight safety. In addition, there should be no significant reduction in the effectiveness of any delivered training or checking. Therefore, if an FFS is 'available', as defined below, it shall be used; if not, then an aircraft may be used but only following acceptance that an FFS is not available from the Maldives CAA.

A5.3 An FFS is considered 'available' when:

a) it has a valid qualification certificate in accordance with Annex VII of The Aircrew Regulation;
b) it is serviceable;
c) it is representative of the applicant's/operator's aircraft class or type and configuration. (For OPCs, AMC1 ORO.FC.145(d) should be used.)
d) it is vacant for use irrespective of any time considerations, for example simulator slots during anti-social hours are deemed acceptable.
e) it is within reasonable operations' programming constraints and without undue disruption to crew roster and operational scheduling. Cost of FFS, travel, poor forward planning and other economic factors are not acceptable factors in the consideration of refusal of an available FFS.

If there is a device certified by the Maldives CAA at a location that is located reasonably near to a well- served international airport (western world, easily served by large international airlines, e.g. USA), then that must be used. However, if the device is in a hard to reach country, difficult politically or potentially hazardous or arduous location, then that may be sufficient reason to accept that the FFS is unavailable.

A5.4 Procedure for accepting a test on an aircraft if the operator, ATO or applicant believe an FFS is not available in the context of these requirements.

A5.4.1 An examiner conducting tests/checks or assessments of competence outside of an AOC operation who intends to use an aircraft for the purposes of Part-FCL must notify, ops@caa.govmv for permission to do so at least four weeks in advance of the intended check. The application must explain the following:

- why a simulator is not available against the criteria above;
- the proposed date of the checkor test;
- the scope of thecheck.

A safety case relating to the intended flight and any training shortfalls as a result of not using a simulator should be available for audit if requested.

The CAA mayrequire additional information.

Note 1: Maldives AOC holders and ATO's must, prior to conducting a test in an aircraft, advise CAA of their intent to use an aircraft rather than a simulator that they consider not to be 'available' for training, testing or checking. They shall be expected to prove to CAA that the FFS is not available in the same context as these instructions in accordance with the interpretation above. Clearly, an operator's SMS would play a key element of how the decision to use an aircraft is assessed.

Note 2: This requirement does not apply to those conducting revalidation and renewal LPCs on light SEP and MEP aircraft, where meaningful testing in generic training devices would be impracticable.

Note 3: As part of the case assessments required at Notes 1 and 2, the CAA may require that an application for exemption from Appendix 9 requirements be also submitted.

Note 4: Exceptions may be granted for conducting training or testing for the purpose of conducting TRI AoC's for adding aircraft T/O & Ldg or unrestricted aircraft extension of privileges to a TRI rating. However, the process of safety management shall always be demonstrated.

A5.5 Testing in aircraft general

A5.5.1 Safety management when testing in aircraft is critical and the examiner is expected to use good judgement when simulating any emergency or abnormal procedure, having regard to local conditions and aircraft safety throughout.

A5.5.2 Flight testing/checking has potentially more hazards than routine flight schedules that can be exacerbated by the determination of the applicant to produce the result and by the examiner giving the applicant too much latitude in this endeavour. All the situations cannot be predicted, as the scope of items in the LST/LPC Normal and Abnormal Operations and Abnormal and

Emergency Procedures section is too large to cover in great detail. Some general guidance is listed below:

a) It is strongly recommended that the briefing to the applicant is very clear as to the order of events.
b) Stalling and any UPRT elements shall be carried out at a safe height, ATC must be advised of intentions and a good lookout at all times. Care shall be taken not to over temp/torque engines during recovery.
c) Aircraft systems shall not be used outside of limitations and AFM respected at all times.
d) Early recognition of the failure of the compass and attitude indicators shall not be carried out in an aeroplane; only in an FSTD.
e) Early recognition of the failure of the localiser and glideslope indications shall not be carried out in an aeroplane.
f) Simulated engine failure after take-off in an aeroplane shall be carried out at a safe height.
g) Unusual attitude recoveries after loss of the main compass and attitude indicators.
    i. In aeroplanes fitted with standby attitude/compass reference systems they should be used. Where the aircraft is fitted with Radio Magnetic Indicators (RMIs) these should be simulated failed.
    ii. The Flight Manual limits for g and VA should be observed.
    iii. It is the correct recovery technique that is being assessed so extreme manoeuvres are not necessary.
    iv. The examiner shall intervene early if the recovery technique is wrong or the recovery is slow.
    v. Exercise will be conducted in Visual Meteorological Conditions (VMC) throughout.

h) Engine shutdowns should be carried out at a safe height above the ground.

i) The test/check report shall exactly reflect the debriefing.

APPENDIX 6 – Examiner Standardisation & Competencies

A6.1 Examiner prerequisites FCL.1010

Prior to applying for examiner assessment, the candidate must have a suitable knowledge, background and experience. The candidate should demonstrate a cooperative approach to the CAA.

A6.2 Examiner standardisation FCL.1015

The standardisation course practical instruction shall include, at least the conduct of 2 skill tests, proficiency checks or assessments of competences 'on type'.

If a standardisation course utilises another type for the initial training, the ATO must ensure that at least 2 tests/checks/AoCs are conducted on the type for which the examiner is seeking privileges. These may be live events conducted under the supervision of a qualified examiner.

Note that the AMC to this rule states that if examiner privileges are to include the conduct of proficiency checks for the revalidation or renewal of an instrument rating, practical instruction should include the conduct of at least four instrument check profiles in the role of examiner. These may also be completed as live events, although role playing by course tutors is of significant benefit in exposing examiners to a range of experiences.

A6.3 Assessment of competence FCL.1020

The assessment of competence will specifically address the following items:

- Briefing
- Conduct of the test (Aircraft or simulator)
- Assessment
- Debriefing
- Documentation

The assessment must be in accordance with flight test/check standards defined within Part FCL Appendix 9.

Examiner also needs to maintain instructor competencies AMC1.FCL.920 clearly requiring the assessment and teaching of threat and error management and CRM.

Instructor and Evaluator Competencies defined by CAA, ICAO and IATA may be used, in addition to Examiner Competencies described in this document, as additional material for organisations wishing to enhance the standardisation of examiners.

Whilst the technical limitations are clearly defined examiners must also assess the following:

- Management of crew cooperation
- The crews' ability to maintain a general survey of aircraft operations by appropriate supervision
- Ensure the crew set priorities and make decisions during emergency operations
- The crews' ability to make decisions in accordance with safety aspects, rules and regulations.

A6.4 CAA Examiner Standardisation

To fulfil the regulatory requirements to standardise all examiners, the CAA will assess and record the observed competencies of all examiners during initial, renewal and revalidation of the examiner certificates.

The resulting information will provide the CAA with valuable information to be used as feedback to the Senior Examiner and Training Inspectors. Any specific identifiable areas would be addressed during refresher courses for the examining community.

A6.5.4 Non-Technical Skills (CRM) Assessment

The training and testing of Non-technical Skills is integral to Part-FCL and MCAR ORO. There are five occasions during which CRM/MCC competence is specifically assessed: License Skill Test (LST); License Proficiency Check (LPC); Operator's Proficiency Check (OPC); Line Check and for ATQP fleets, Line Orientated Evaluation (LOE).

The same technical and non-technical pass/fail criteria should apply to all of these events. The purpose of the assessment is to provide feedback to the individual/crew and to identify any retraining requirements. In the past, the assessment of NTS lacked formal measurements of competence, potentially leading to a subjective and extremely variable application of standards. Research into a means of assessment has determined that acquired NTS skills are reflected in recognisable behaviours, whose characteristics are identifiable as measurable behavioural markers.

Assessment of CRM skills is the process of observing, recording, interpreting and debriefing crews and crewmember's performance using a validated and generally accepted methodology in the context of overall performance. The non-technical skills (NOTECHS) framework is one such method.

The Examiner/Instructor must be competent in assessing the flight crew member's CRM skills in the operational environment,

Assessment of CRM skills may:

i. include debriefing the crew and the individual and serve to identify additional training where needed for the crew or the individual crew member; and
ii. be used to improve the CRM training system by evaluating summaries of all CRM assessments.

Prior to the introduction of CRM skills assessment, a detailed description of the CRM methodology, including the terminology used for the assessment should made available to the crew. The Operators Part D or ATO manual must include the process by which Examiners are trained to undertake NTS assessment.

A6.5 Examiner Competence Framework

Note: The competencies in Column 3 are in addition to those in Column 2, whilst those in Column 4 are in addition to those in Columns 2 and 3

Competence	1 - Requiring Improvement	2 - Basic Standard	3 - Good	4 - Very Good
Briefing	• Lack of preparation • Starts briefing without introduction • Lack of engagement with the crew • Little or no interaction with crew • Little or no use of board or other visual medium • Little or no reference to H&S • Makes no reference to the company behavioural markers scheme • Let personal opinion deflect from training objectives • Didn't support the value of CRM training	• Invites questions • Generates a relaxed atmosphere • Creates a climate conducive to learning • Provides all required documentation • Refers to NOTECHS or company behavioural markers scheme • Use of visual aids to support teaching points • Identifies H&S requirements	• Good introduction • Identifies the needs of the crew • without change of style • Uses facilitation appropriately • Clear structure and clarity for all visual aid work • Includes NOTECHS in all areas including company behavioural markers	• Generates a high level of engagement with crew • Responds appropriately to the needs of the crew • Defines clearly what is expected of the crew • Very responsive to questions • All visual aids support and enhance the briefing and teaching points • Manages potential barriers to learning including awareness of cross-cultural differences
Simulator Operation	• Limited familiarity with IOS • Irregular observation of crew • Incorrect R/T • Distracted by IOS at key observing moments • Limited note taking • Inappropriate use of freezes and repositions • Overloading of failures • Poor radar vectoring	• Checks simulator log and approvals • Efficient use of IOS • Presents repositions to crew correctly • Correctly sequences failures • Observes all failure/repeat items • Effective note taking	• Crew enters the simulator with the correct scene set • Introduces failures appropriate to crew actions • Adjusts 'running sequence' to optimize time management • Observes accurately identifying appropriate behavioural markers • Identifies crew or individual fatigue	• Very realistic scenarios • Role play of other agents responsive to crew's actions • Clarity of examiner, instructor role • Comprehensive observation/notes • High level of flexibility to the training, checking plan • Identifies root cause for all activity • Is cognisant of the effect on the crew of any input from the Instructor/examiner

Competence	1 - Requiring Improvement	2 - Basic Standard	3 - Good	4 - Very Good
Instruction	• Unaware of the root cause of the fault • Emphasis on the 'What' rather than the 'How' • Inappropriate style • Mixing of instruction and examining • No reference made to (any relevant) Non-Technical Skills • Did not demonstrate empathy for the crew	• Crew made aware when acting as an instructor or examiner • Correct observation of faults • Provides correct technical input • Makes mention of relevant NOTECH category or element	• Clear identification of root cause/behavioural markers • Facilitates error analysis where appropriate • Identifies teaching points with key words and concise phrases • Seamlessly integrates technical and non-technical skills with pointers • Continuously monitors progress of the session and responds accordingly	• Generates a high level of engagement with the crew. • Increases the confidence and skills of the crew throughout the training event • Facilitates crew learning especially regarding behavioural markers • Assists the crew with the assessment of their own performance
Assessment	• Standard not correctly applied • Lack of evidence to support assessment • Many important items missed	• Correct assessment • Applies Repeats and Retests • Identifies good performance • Identifies poor performance • Makes technical and non-technical assessment	• Skilled use of Repeats and Retests for maximum value to crew • Assesses cause behind good/poor performance	• Fully at ease with assessing the required standard and identifying this to the crew • Comprehensive knowledge of company behavioural markers when making an assessment • Clear understanding of root causes to all actions • Keeps abreast of HF developments from the CAA, ICAO and other sources.
De-brief	• Result not clearly stated • Chronological • No prioritisation of faults • Little opportunity for crew to review their own performance • Nit-picking • No reference to company behavioural markers scheme or NOTECHs • Displayed limited knowledge of the [illegible]	• Clear statement of result and use of 5Rs • Clear prioritisation of faults • Holds the agenda • Some use of facilitation • Encourages crew to provide their views • Integration of NOTECHS • Supports company SOPs • The ability to focus on main issues • Written report supports the result offered	• Starts with an introduction • At ease with facilitation to move the de-brief in the required direction • Draws common faults together • Links NOTECHS or company behavioural markers into the result of the check • Balances praise and criticism • Generation of summary • Ability to listen to crew feedback • Offers tips and advice	• Allows the crew to drive the agenda with the examiner controlling the agenda • Achieves agreement of crew • Seamless integration of the NOTECHS or company behavioural markers into all aspects of the operation • Crew leave with clear and concise learning points • Checks understanding and summarises learning points

APPENDIX 7 - The Maldives CAA Licence Explained

A7.8 Guidance on Completion of the Flight Crew Licence

A7.8.1 Checking of Licences

Examiners are reminded that, as an essential part of each test/check or assessment of competence, they are required to check the applicant's licence and medical certificate at an appropriate point during a test.

Note: The licence must be intact and not cut up.

Note: If a candidates' certificate of revalidation section is full, an additional certificate of revalidation page may be obtained by emailing ops@caa.gov.mv this may be completed and retained alongside the licence as evidence of a valid rating.

A7.8.2 Instrument Ratings

a) Overview

An Instrument Rating (IR) can be included in all Part-FCL aeroplane licences except LAPL(A). The Instrument Rating when included in a licence is, strictly speaking, a single rating. However, a pilot may be required to meet specific requirements in each class or type of aeroplane in order to use the rating in those classes or types.

b) Specifics

There are requirements to be met to initially qualify for IR privileges in single engine aeroplanes and in multi-engine aeroplanes. A further distinction is now made in Part-FCL between multi engine aeroplanes within class ratings and multi-engine aeroplanes that are single pilot non- high performance complex aeroplanes. Beyond that IR privileges are type specific for single pilot high performance and multi pilot aeroplanes.

Non-high performance complex aeroplanes are not formally defined. They are aircraft that are within the definition of Complex, but not that of High Performance. They currently comprise a number of type rated multi engine aeroplanes that all fall within Table 14 of the Licence Endorsement Lists (Aeroplanes). See under Aircraft Ratings and 'Endorsements' for details of these lists.

If qualified for IR privileges in more than one class or type of aeroplane, Appendix 8 to Part-FCL allows cross crediting of privileges between classes and types subject to fulfilling the requirements set out therein. Should a pilot let the IR privileges lapse, renewal requirements are set out in FCL.625(b) and (c) with reference to Appendix 9. Cross crediting does not extend to renewal of an IR.

The rating entry in Part XII of a licence is straightforward – it is 'IR' – and there will be no remarks or restrictions to place against it.

The IR revalidation and renewal requirements have an impact upon what appears in certificates of revalidation.

c) **Entries for Instrument Rating Statements of Validity ('Certificates of Revalidation')**
Instrument Ratings are valid for 1 year.

The approach that will be used is as follows:

i. For single pilot high performance aeroplane types, single pilot non high performance complex types when used in multi pilot operations and multi pilot aeroplane types, see under Aircraft Ratings and 'Endorsements'.
ii. For IR privileges for other aeroplanes, there will be 4 variations, the texts of which are as follows:
    1. 'IR-SP-SE'
    2. 'IR-SP-ME class/SE'
    3. 'IR-MP-ME class'
    4. 'IR-SP-non HPCA'

'IR' means Instrument Rating. 'SP' means single pilot role. 'MP' means multi pilot role only.
'non-HPCA' means non-high performance complex aeroplane.

A7.8.3 Aircraft Ratings and 'Endorsements'

a) Overview

Aircraft class, type ratings and aircraft endorsements, will be entered in the left-hand column of Part XII the appropriate licence.

i. All aeroplane rating entries will follow the wording in the aeroplane Class and Type Rating Lists and Licence Endorsement Lists.
ii. Remarks identifying limitations and extensions related to individual aircraft ratings will, as appropriate, be entered against those ratings and 'endorsements' in the right- hand column of Section XII.
iii. Certificates of revalidation will only be entered in licences which include aircraft class and type ratings; i.e. PPLs, CPLs, MPLs and ATPLs. LAPLs, SPLs and BPLs do not have aircraft class and type ratings, only 'endorsements'.
iv. The first column of the certificate of revalidation, the 'Rating/certificate endorsement' column will include relevant details to identify privilege being revalidated.
v. A certificate of revalidation licence will include the class or type rating entry as it appears in Part XII (rather than an entry showing a specific variant from within the rating). This change has been adopted to avoid problems arising during 'ramp' checks. Checkers have on occasion taken a variant specific entry to mean the pilot can fly only that variant when this is not the case.
vi. Certificate of revalidation entries will incorporate text to identify applicable limitations or extensions as required.

b) Specifics

The approach is as follows:

i. The text for a class or type rating will be taken from the Licence Endorsement columns of the lists on the CAA website.
ii. The text will be placed in the Class/Type/IR (left hand) column of Part XII of the licence.
iii. Related remarks and restrictions will be placed in the Remarks and Restrictions (right hand) column of Part XII.
iv. In the case of aircraft types certificated for operation by a single pilot, the protocol established for distinguishing where the aircraft concerned is operated in the single pilot role or the multi pilot role or both is:

Single pilot role: 'SP' in right hand column Multi pilot role only: 'MP' in right hand column Single and multi-pilot: 'SP/MP' in right hand column

v. Aeroplanes that are certificated for operation by a minimum of 2 pilots in all circumstances will have no remark added to the right-hand column of Part XII; ('MP' is inherent in the rating).
vi. Thus, there will be provision for variations as shown below:

XII	**Ratings, certificates and privileges**	
Class/Type/IR	**Remarks and Restrictions**	
Type Rating	'SP'	*(for a single pilot type in which the pilot has qualified to fly the type in the single pilot role)*
Class or Type Rating	'MP'	*(for a single pilot class or type in which the pilot has qualified to fly the class or type in the multi pilot role only)*
Type Rating	'SP/MP'	*(for a single pilot type in which the pilot has qualified to fly the type in both single and multi-pilot roles)*
Type Rating		*(for an aeroplane type certificated for a minimum crew of 2 pilots)*

vii. It is to be noted that under Part-FCL, a 'multi-pilot only' limitation may be applied to a class of aeroplanes, e.g. to an MEP class rating.
viii. Provision will be made for aircraft type ratings to be further distinguished by additional limitations and one extension to rating privileges. These will be:

A limitation for line flying under supervision;
A limitation for line flying under supervision may be required when so determined in operational suitability data established in accordance with Part 21 (see FCL. 720.A(g)).
'With instructor'

A co-pilot limitation;

A co-pilot limitation may be required by virtue of a number of provisions of Part- FCL or if a pilot has qualified only as co-pilot on a particular type (see FCL. 405.A(a); FCL.505.A; FCL.720.H(b) and Appendix 9, Section A – General, paragraph 10).

A cruise co-pilot limitation;

'As CP'

A cruise co-pilot limitation may only be applied to a multi pilot aeroplane rating (see FCL. 720.A(e)). (It has not been Maldives practice to train pilots only as cruise co-pilots for many years but it may occur in other States).

'As cruise CP'

A VFR only limitation.

A VFR only limitation will only be applicable to a multi pilot aeroplane rating or a single pilot high performance complex aeroplane rating. It is applied when the pilot does not pass or does not attempt the required instrument flying section of the skill test (see Part-FCL, Appendix 9, Section B – Specific Requirements for the Aeroplane Category, paragraph 6 – Multi pilot aeroplanes and single pilot high performance complex aeroplanes, sub paragraph (c)).

No remark

The VFR 'limitation' will be inferred in the type rating's certificate of revalidation by the omission of a reference to type specific Instrument Rating privileges being valid.

A7.8.4 Entries for Aircraft Rating Statements of Validity ('Certificates of Revalidation') This gives the variations as shown below:

Rating Endorsement	**Date of Rating Test**	**Date of IR Test**	**Valid Until**	**Examiner's Certificate Number Signature**
Class				
Class/MP				
Type/SP				
Type/MP				
Type/SP/MP				
Type/SP/IR				
Type/MP/IR				
Type/SP/MP/IR				
Type/SP/IR				
Type/MP/IR				
Type/SP/MP/IR				
Type				
Type/IR				
Type/IR				
Type/MP				
Type/MP/IR				

APPENDIX 8 – Medical Flight Tests (MFT)

APPENDIX 9 – Operator Proficiency and Training Programmes

A9.1 CAA does not give specific guidance on the conduct of recurrent checks and the standards that should be required. However, both require the flight crewmember to demonstrate competence in carrying out normal, abnormal and emergency procedures, indeed Part FCL Appendix 9 is clear on the requirement to always demonstrate safe technical and non-technical operating standards. It is therefore expected that the limits, general guidance, principles of overall competency, including repeat and re-test requirements described within this Standards Document and aligned with Part FCL Appendix 9 should be applied to the conduct of OPCs and operator recurrent training and checking programmes. An operator may wish to set higher standards for recurrent checking and indeed incorporate additional items beyond those required in Appendix 9 and this standards document.

A9.2 AOC Operators should specify their company requirements for recurrent checking in their Operations Manual Part D (Training), for acceptance by CAA.

A9.3 AOC Operators should define clearly in their Operations Manual Part D what action is to be followed in the event of a failure to pass an OPC or if unsatisfactory performance is evident in any other recurrent training programme. It is recommended there should be a clear statement that the flight crewmember may not thereafter act as a crewmember on commercial air transport or public transport flights until operator proficiency has been achieved.

A9.4 Recurrent training and checking is intended to ensure a competent standard for all aspects of a particular company's operation. Hence the Operations Manual Part D should specify the required training frequency of rarely used items pertinent to the company route structure. It should also ensure compliance with SOPs, particularly in an emergency. For example, unlike the LPC, which often assesses ability to operate the aircraft in manual flight, the OPC should be used to encourage appropriate use of automation and normal operational procedures.

A9.5 ORO.FC.230 states "*Each flight crew member shall complete operator proficiency checks as part of the normal flight crew complement*". Thus, in general, when an OPC is to be conducted in a simulator, a captain and a co-pilot should normally be programmed, even when only one of the pilots is under check.

A9.6 It is recognised, however, that there are some circumstances in which it may be reasonable for an OPC to be crewed by two co-pilots or two captains. In this case the operator's Training Manual shall contain clear policy and instructions with regard to the conduct of OPCs with paired co-pilots or captains and guidance to training captains provided on the general conduct.

These should include the following considerations:

a) The check shall be conducted in strict compliance with SOPs. If a pilot may operate in either seat, certain non-specific items may be abbreviated in nature due to commonality between seats. However, periodic testing should evaluate seat specific items such as LVO, RTO etc. All key mandatory PF handling items shall be assessed in each seat during a test and any scenarios should be conducted in in the normal operating seat to assess competencies in the operational role.

b) A limit to the frequency with which an individual co-pilot or captain may be checked with another co-pilot or captain should be considered. This shall be agreed with operator's assigned FOI.

A9.7 `It is also accepted that, in the event of a short-notice sickness absence, it would be both unreasonable and impractical to cancel the other pilot's check if a stand-in pilot were available, so any suitable stand in pilot may be sourced in this instance.

A9.8 Operator Proficiency Checks

A9.8.1 Applicability

Personnel conducting OPCs for any Maldives operator, whether the event takes place inside or outside the Maldives.

A9.8.3 ORO.FC.145 specifies the requirements for recurrent training and checking for companies involved in commercial air transport operations. The Operator Proficiency Check (OPC) shall be conducted by examiners qualified in accordance with Maldives Part-FCL.

A9.8.4 An examiner wishing to conduct OPCs shall;

a) hold a valid Maldives SFE or TRE certificate with OPC privileges; and
b) have no restrictions on conducting training and checking; and
c) be acceptable to the AOC holder.

A9.9 AOC Operators' using third Party Examiners

The activity shall be subject to the scrutiny of the AOC holder's management system to ensure compliance with their standards. This scrutiny should include periodic observations of the third- party examiners conducting OPCs. Each examiner shall have a copy of the current Operational Manual (OM) either in full or abbreviated, have an adequate working knowledge of the AOC holder's procedures, processes and standards. The process by which this oversight is achieved must be acceptable to the Maldives CAA.

APPENDIX 10 – Examiner (A)(5) Privileges and TRI/SFI Assessment of Competence

A10.1 General

A10.1.1 FCL.1005.TRE (a)(5) and FCL.1005.SFE (a)(5) define the examiner privileges which permit examiners to conduct assessments of competence for the issue, revalidation or renewal of an instructor certificate. These are commonly known as "a5 privileges".

A10.1.2 FCL.1000 (a) states that examiners shall hold 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. This principal of equivalence, which is common to all examiners, means that examiners with (a)(5) privileges should be qualified to at least to the same level as the instructors they are assessing., e.g a restricted TRI with FFS / A/c t/os &ldgs only privileges should be assessed by a TRE with the same TRI privileges. The examiner's previous experience may satisfy this policy.

A10.1.3 Note that a TRE is permitted to conduct AoCs for the issue, revalidation or renewal of a TRI or SFI certificates, but SFEs are only permitted to conduct AoCs for the issue, revalidation or renewal of an SFI certificate.

A10.1.4 Both FCL.1005.TRE (a)(5) and FCL.1005.SFE (a)(5) state that the (a)(5) privilege may be awarded if the examiners have completed at least 3 years as a TRE(A)/SFE(A) and have undergone specific training for the assessment of competence in accordance with point FCL.1015 (b). CAA interpretation of this requirement is described below.

A10.2 TRI and SFI – General, revalidation and renewal requirements

A10.2.1 General

a) FCL.940.TRI or FCL.940.SFI defines the requirements for revalidating and renewal of these instructor ratings which requires an assessment of competence in accordance with FCL.935

b) All training for the issue, revalidation or renewal of a TRI/SFI certificate must be carried out by an Approved Training Organisation (ATO) in accordance with an Approved TRI/SFI Course. If refresher training has been completed as part of the revalidation process, a certificate confirming completion should be presented to the examiner conducting the AoC.

c) If TRIs or SFIs hold a certificate for more than one type of aircraft within the same category, the assessment of competence taken on one of those types of aircraft shall revalidate the instructor certificate for the other types held within the same category of aircraft, unless it is otherwise determined in the OSD.

d) training of the instructor is not appropriate during an assessment of competence.

e) On successful completion of an instructor AoC the examiner should endorse the licence or Licensing Certificate, provided all requirements have been met and satisfactory evidence

is provided, e.g. refresher course completion certificate, proof of recent instructional experience, evidence of proficiency checks passed etc. Note that an SFI may not possess a licence and therefore proof of the completion of the proficiency checks may be provided by other means such as an CAA Form 2199.

f) For revalidations, if the AoC is conducted within 12 months of the expiry date, the new expiry will be three years from the original expiry date; this validity date may be extended to the end of the month in which the AoC is completed.

A10.2.2 TRI revalidation and renewal

a) TRI privileges and guidance for revalidation are summarised in the table below:

TRI Privilege	**Licence endorsement**	**Revalidation**
Restricted privilege to instruct in a simulator only	FFS	Assessment of competence in a FFS; instructor at IOS; examiner may require demonstration exercises to be flown from an operating seat
To conduct line flying under supervision for ZFTT	And LIFUS, (in addition to FFS)	Assessment of competence to be conducted in a FFS with exercises sufficient to evaluate competence for all privileges - some of the exercises should be flown from an operating seat
To conduct take-offs and landings in the aircraft and to complete the training requirement at the end of a Type Rating Course in a simulator	A/c T/O & Ldgs only (in addition to FFS)	
To conduct full type rating training in an aircraft when a simulator is not available, including abnormal and emergency procedures (i.e. an unrestricted qualification)	A/c	Assessment of Competence to be conducted in an aircraft of the same type by an examiner with full aircraft privileges

A10.2.3 SFI revalidation and renewal

a) Note that the AoC should consist of at least 3 hours of flight instruction related to the duties of an SFI on the applicable FFS or FTD 2. [AMC4 FCL.935]

A10.3 TRI/SFI Assessment of Competence [FCL.920, AMC1 FCL.920 and AMC1 FCL.935]

a) An instructor AoC may not be combined with an examiner AoC.
b) The instructor must demonstrate the ability to instruct a student pilot to the level required for the issue of the relevant licence, rating or certificate.
c) The assessment shall include:

(1) the demonstration of the competencies described below, during pre-flight, post-flight and theoretical knowledge instruction;
(2) oral theoretical examinations on the ground, pre-flight and post-flight briefings and in- flight demonstrations in the appropriate aircraft class, type or FSTD;
(3) exercises adequate to evaluate the instructor's competencies.

d) the examiner should give the instructor advance notice, detailing the planned content of the AoC and ensure that the content is adequate to address the requirements for all the instructor's privileges. The instructor should be allowed adequate time to prepare and plan the detail.

e) An examiner must assess the following competencies during an instructor assessment of competence, [FCL.920]:

— Prepare resources,

— Create a climate conducive to learning,

— Present knowledge,

— Integrate Threat and Error Management (TEM) and crew resource management,

— Manage time to achieve training objectives,

— Facilitate learning,

— Assess trainee performance,

— Monitor and review progress,

— Evaluate training sessions,

— Report outcome.

Further guidance on the performance standards to be achieved in each of these competencies is found in AMC1 FCL.920.

f) An applicant who fails to achieve a pass in the assessment before the expiry date of an instructor certificate shall not exercise the privileges of that certificate until the assessment has successfully been completed. In this situation, examiners should use the 5Rs format to inform the candidate.

A10.4 Procedure for the addition of (a)(5) privileges

A10.4.1 Regulatory requirements

a) (a)(5) privileges and the training requirements are specified in FCL.1005.TRE and FCL.1005.SFE. The requirements are almost identical and are combined below. Note that an SFE may only assess an SFI, not a TRI. Examiners' (a)(5) privilege is:

"to conduct assessments of competence for the issue, revalidation or renewal of TRI or SFI certificates in the applicable aircraft category, provided that they have completed at least 3 years as a TRE/SFE and have undergone specific training for the assessment of competence in accordance with point FCL.1015 (b).

A10.4.2 Interpretation of the meaning of "specific training"

a) The person conducting the training, (the tutor), shall be an examiner with (a)(5) privileges, preferably on the same type. Ideally the tutor should also have experience as a TRI/SFI course tutor.
b) The training must include the conduct of 2 instructor AoCs and appropriate instruction relating to the requirements and the conduct of instructor AoCs.. [FCL.1015 (b)]. The instructor AoCs may be role-played or live events conducted under supervision.
c) The training content relating to the conduct of instructor AoCs should include the following:

• A detailed review of the requirements in FCL.935 and AMC1 emphasising the following points:

- The AoC should include demonstration exercises, i.e the instructor occupies a pilot seat;

- The AoC should include an instructional briefing;

- Oral theoretical questions should be included;

- If the instructor holds LIFUS, T/o & Lndg privileges, the AoC should include appropriate exercises

to evaluate competence associated with those privileges and the instructor should occupy a pilot seat for the conduct of those exercises;

- An SFI AoC should include 3 hours of flight instruction. Whilst no minimum is specified for a TRI, it's recommended that at least 2 hours would be appropriate.

• The Instructor Competencies detailed in FCL.920 and AMC1 must also be covered in some detail.

d) There is no requirement for the examiner under training to be assessed, only trained, however competence must be demonstrated to the satisfaction of the tutor.
e) An ATO Manual should include details of the (a)(5) training and the performance standard,

i.e. level of competency to be achieved by the examiner wishing to add (a)(5) privileges. These procedures must be acceptable to the CAA.

f) Applications for the addition of (a)(5) privileges should be accompanied by an endorsement from the Head of Training, a copy of the course content and a completion certificate.

APPENDIX 11 - Guidance for Examiners

Reserved

APPENDIX 12 - Authorisation and Disciplinary Action

A12.1 Introduction

The CAA may authorise a person to conduct such examinations or tests as it may specify. This policy sets out the basis on which the CAA authorises persons under this provision. The CAA requires to be satisfied that a person is fit and qualified to conduct any specified examinations or tests before authorising them to do so. In considering whether it is or remains satisfied that a person is fit and qualified to act as an authorised examiner, the CAA will consider the matters set out below. If the CAA ceases to be so satisfied about an authorised examiner, it will take appropriate action.

A12.2 Requirements for the CAA to be satisfied that a person is fit and qualified to be authorised as an examiner

These include:

a) Demonstrate compliance with the Regulations and good aviation practice in respect of their own flight operations.
b) Have licences and ratings as required for the exercise of their examining privileges.
c) Agree to comply with standardisation and currency requirements as determined by the CAA.
d) Agree to keep records of flight tests and make them available for inspection when required by the CAA.
e) Be of good character and have integrity.
f) Conduct tests impartially and without fear or favour in accordance with the procedures and standards for testing as determined by the CAA.
g) Only sign authorisations or licence pages if they have ensured that the applicant has met all the requirements.

Examiners have a vital role in the regulation of flight standards and promotion of Flight Safety by conducting flight tests and/or ground examinations for ratings and licences.

It is essential that examiners have the trust and respect of the CAA, the applicants for tests, and the aviation community in general.

A12.3 Disciplinary action

If it becomes apparent that an examiner is failing to achieve the standards expected of him, the CAA will take appropriate steps to rectify the situation. Among the courses of action available are the following:

a) Interview.
b) Formal Warning.
c) Requirement for re-training and/or re-testing of examiner skills.
d) Suspension of Examiner Certificate.
e) Revocation of Examiner Certificate.

The particular course of disciplinary action will depend on the circumstances of the individual case. CAA may mandate remedial action such as retraining/testing, an interview or a formal warning. A certificate may be suspended until such remedial action is completed.

CAA will take suspension or revocation action where it is considered that the CAA cannot remain satisfied as to the fitness or qualification of the examiner. In the event of a proposal to suspend or revoke a certificate, an examiner will be entitled to appeal against the decision.

1.19 Record of Revisions

Table 2 – Record of Revisions

Issue	Date	Description of Changes	Author
1.00	2025.02.26	Initial issue	F. Nathasha Latheef
1.01	2025.06.14	Procedure included: 1.Enforecement 2.Appeal	Mariyam Zaffa Ismail