




**Civil Aviation Authority of
Sri Lanka**

**FLIGHT TEST EXAMINER
MANUAL**

Second Edition-2018

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FLIGHT TEST EXAMINER MANUAL

Control Number 000

CIVIL AVIATION AUTHORITY OF SRI LANKA

PERSONNEL LICENSING SECTION

**LIST OF GUIDANCE MATERIAL ISSUED BY THE PERSONNEL
LICENSING SECTION**

<div data-bbox="379 421 683 544" data-label="Image"> </div> <div data-bbox="363 600 746 712" data-label="Text"> <p align="center">PERSONNEL LICENSING PROCEDURES MANUAL (SLCAP 3010)</p> </div>	<div data-bbox="1034 421 1337 544" data-label="Image"> </div> <div data-bbox="986 622 1385 689" data-label="Text"> <p align="center">MEDICAL PROCEDURES MANUAL (SLCAP 3020)</p> </div>
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Forward

This manual cited as SLCAP 3050, represents an important resource for all the approved Flight Test Examiners, Licensing Inspectors and Designated Type Rating Examiners involved in conducting flight Skills Tests in general and commercial aviation sectors in Sri Lanka.

The approved Flight Test Examiners play a significant and integral role in maintaining aviation safety, as holders of delegated responsibilities of CAASL in the achievement of positive safety outcomes. It is common belief that improving standards and consistency of assessment at the flight testing phase is something that will significantly enhance flying training standards and hence improve Sri Lanka's already enviable aviation safety record. Such standardization and consistency is aided by providing clear advice and instructions on all aspects of flight testing. This manual assists in achieving this goal as it clearly articulates the expectations, processes and methodologies of each flight test as well as stage of the flight.

The manual contains a 'Delegate Instructions' those are to be complied by all the Flight Test Examiners who conduct the flight training, to ensure a standardized and consistent approach to the assessment of candidates. Conducting Flight skills Tests shall be carried out by the designated Examiners when so assigned for each test by the DGCA of Sri Lanka only during the validity period of his authorization, strictly following the procedure & the Instructions stipulated in this manual & shall determine the success or failure of a particular test only through the criteria established in this manual. Deviation from the procedures is not acceptable without explicit approval of the DGCA.

Any Flight Test examiner who has allegedly deviated from the procedures of this manual shall be reported to DGCA for appropriate action.

The second Part of this Manual provides the Implementation procedure for the Method of Appointment or Delegation including prerequisite Qualifications, training requirement & Final Evaluation process for the certification of a Flight Test Examiner Applicant.

The "Examiner Hand Book" also forms an integral part of this manual where all practical exercises have been separated for the good use of the Examiner carrying it with him when conducting a Flight Test using it as a handbook.

Right to change any part of this manual or portion of a procedure is reserved



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List of Abbreviation


(A)	-	Aeroplane
(H)	-	Helicopter
ANR	-	Air Navigation Regulations
ATPL	-	Airline Transport Pilot Licence
CAASL	-	Civil Aviation Authority of Sri Lanka
CPL	-	Commercial Pilot Licence
DCP	-	Designated Check Pilot
DGCA	-	Director General of Civil Aviation
F/T	-	Flight Test
ICAO	-	International Civil Aviation Organization
IR	-	Instrument Rating
IS	-	Implementing Standards
PIC	-	Pilot – in- Command
PPL	-	Private Pilot Licence
SPL	-	Student Pilot Licence
FI	-	Flight Instructor
FTE	-	Flight Test Examiner
ATS	-	Air Traffic Services
KDR's	-	Knowledge Deficiency Report's
CRM	-	Crew Resource Management
IMC	-	Instrument Meteorological Conditions

Definitions

Flight Test	- is the process of assessing an applicant for a licence or rating encompassing a ground component and a flight component.
Ground Component	- Is the activity of assessment, completed prior to the flight component, encompassing the knowledge and skills specified for the requested licence or rating.
Flight Component	- Is the activity of assessment involving practical demonstration in an aircraft of the skills and knowledge specified for the requested licence or rating.
Flight Test Examiner	- Is a person to whom the DGCA has delegated his power under regulation 5 (2) & according to legal provision of section (1) regulation 60 to conduct a flight test. Flight Test Examiner includes, Flight Operations Inspector (FOI), Industry Approved Testing Officers and other delegated Industry Personnel.
Discontinued	- A flight test is discontinued when it is not completed due to circumstances beyond the applicant's control i.e. un-forecast weather, unserviceability etc.
Terminated	- A flight test is terminated when the Approved Testing Officer makes a fail assessment.
Applicant	- Is used to indicate a person who is seeking the issue or renewal of a flight crew qualification Or the person seeking a Flight Test Examiner Authorization initial issue
Candidate	- The person being tested by the applicant
Proficiency	- Trained to confidently accomplish a defined standard.
Competency	- An independent assessment of the proficiency of a Flight Test Examiner applicant, in a real time operationally representative environment.
Standard	- The measure of accuracy, described either by units or word pictures, required to be achieved for the specified test.
Director General	- The Director General of Civil Aviation or a CAASL employee holding the appropriate of Delegation issued by the Director General of Civil Aviation

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Inspector	- A person duly authorized by Director General of Civil Aviation –Sri Lanka as a Civil Aviation Inspector
Delegate Instructions	- Directions to Flight Test Examiner from the DGCA which must be complied with.
Credit	- Is any assessable item assessed as satisfactory by an ATO during an examination, recorded as a pass, and taken into account by an ATO during a subsequent test for the issue of the same licence or rating, within 28 days.
Flight Test Item	- A task, maneuver or exercise listed on the flight test report.
Shall and Must	- Are used to indicate a mandatory item.
Expect and should	- Are used to indicate strong obligation.
may	- Indicate discretion.
He / She	- The pronoun 'he' is used throughout for ease of reading.
Conduct	- Means to take an active role in all phases of an examination, including pre-flight preparation and briefing, the control and pace of the various sequences, the assessment of the applicant's performance, the debriefing and completion of required documents including certification of the applicant's log book and flight test report.
Instrument of Delegation	- Authorizes the holder to perform a particular function on behalf of CAASL. An instrument is issued against a particular Civil Aviation Regulation (CAR). The Instrument of Delegation may also include approval issued under the Civil Aviation Orders.

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FLIGHT TEST EXAMINER MANUAL **PART 1**

CHAPTER 1

1.0 GENERAL GUIDELINS

1.1 Introduction

This guidance material provides the standards, policies, procedures and guidelines to be used by the DGCA designated Flight Test Examiners (FTE) in the conduct of flight tests. The articulated skills and knowledge that should be demonstrated by the applicants and the assessment criteria that the Flight Test Examiners should comply with is stipulated in depth through this guidance material in order to maintain a consistent standard throughout for all the flight tests.

1.2 Authority of the Manual

This manual contains policy, procedures and guidance material that DGCA expects all Flight Test Examiners to be mindful of when conducting activities as FTE for CAASL. As noted in the DGCA's foreword, Flight Test Examiners are directed to comply with all Delegate Instructions included within this manual and issued from time to time by the DGCA.

This manual is designed to assist the general aviation Flight Test Examiner who is empowered to conduct Flight tests for the Issuance of Pilot Licenses & applicable Ratings & Designated Type Rating Check Pilots (DCP) and Flight Training Instructors to:

- a) Understand the assessment process involved with the flight tests
- b) Understand their responsibilities and duties as a Flight Test Examiner
- c) Understand the principles of flight testing; and
- d) Conduct flight test for flight crew qualifications.

1.3 How to Use the Manual

The Chapters 1 to 2 of this manual provide general guidance for FTEs on their responsibilities as a Flight Test Examiner and the principles, standards and methodologies involved with the flight tests. Furthermore the Flight Test Examiner Handbook provides details of guidance particular to specific instructors to each type of license and rating issue. All the material provides guidance and advice to FTEs on the exercise of their delegation.

1.4 Responsibility for Manual and Amendment Status

The responsibility for maintaining the general status of the manual and recommending changes to the manual is with the Director General of Civil Aviation (DGCA) and Director Training Organization & Personnel Licensing.

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Furthermore the responsibility for generating change requests, updating the manual and ensuring that the content is aligned with current legislation and practices rests with the Senior Civil Aviation Inspectors / Civil Aviation Inspectors involved in preparing the manual. If you find that the manual is inconsistent with other advice provided by CAASL, please notify the:

Director Training Organization & Personnel Licensing
Civil Aviation Authority of Sri Lanka
No 152/1, Minuwangoda Road,
Katunayake, Sri Lanka.

Suggestions for improvement are also welcome.

The manual is a living document. As a result of experience, legislative change, new technology or your comments/suggestions, it will be amended/updated and reissued, when required. When printed this manual becomes an uncontrolled document. The latest version of the manual can be obtained from www.caa.lk. All the designated flight test examiners will be provided with a published & controlled copy of the manual.

1.5 CAASL Expectations of Approved Flight Test Examiners

The Flight Test Examiner's position is one, the aviation industry values, most particularly because of the inherent recognition of a Flight Test Examiner's integrity and the important role they play as part of the aviation safety system. CAASL stresses the independence of a Flight Test Examiner and relies upon them to withstand the sometimes subtle pressures of the flying training organizations and/or candidates.

By virtue of the delegations granted, a Flight Test Examiner has a high standing within the aviation community and is uniquely placed to monitor and positively influence the piloting skills, experience, and knowledge of those with whom they come in contact.

Therefore, CAASL expects the following from the Flight Test Examiners;

- a) Maintain an exemplary standard of professionalism, integrity and ethics;
- b) Diligently exercise the privileges of the instrument of delegation, complying with all applicable legislation, conditions and directions, as well as being mindful of relevant guidance material provided;
- c) Properly assess the candidate's skills and knowledge to ensure a competent and safe pilot is produced;
- d) Engender and influence the attainment of continuously improving safety and standards in candidates and flying training organizations;
- e) Diligently complete all relevant paperwork within time-frames required by legislation and CAASL policy;
- f) Accurately report the outcomes of Flight Testing activities in a timely manner to assist CAASL monitoring the safety health of the pilot community;

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- g) Represent CAASL with integrity and fairness consistent with CAASL's Values and in line with CAASL's Code of Conduct

1.6 Approved Flight Test Examiner Conduct

When exercising privileges of the instrument of delegation a Flight Test Examiner is representing CAASL and must conduct themselves in a manner consistent with the Values and Code of Conduct required of CAASL employees.

CAASL's Values are:

- a) assign top priority to safety;
- b) excel in the services being provided;
- c) have a 'can do' attitude in everything being undertaken;
- d) aim to be reliable and realistic;
- e) are willing and able to change in pursuit of continuous improvement;
- f) work together to achieve success;
- g) are open, honest and transparent;
- h) promote efficiency and regularity in everything being done;
- i) uphold the highest level of integrity, confidentiality and ethical behaviour;
- j) maintain consistency, fairness and impartiality;
- k) trust and respect their colleagues;
- l) value everyone's contribution;
- m) recognize their social responsibilities;
- n) enjoy what is being done;
- o) take pride in professional approach;
- p) have a balanced home and work environment;

CAASL's Code of Conduct is:

A duty of care to observe standards of professionalism, equality and justice when dealing with other people in the course of their CAASL employment.

- a) This means they will: at all times, behave in ways that uphold CAASL's values
- b) Treat everyone with respect and courtesy;
- c) Not allow personal relationships to affect professional relationships;
- d) Refrain from all forms of harassment;
- e) Refrain from acting in any way that would unfairly harm the reputation of any CAASL employee;

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- f) Where appropriate, intervene constructively where an employee's behavior is clearly in breach of this code, and report any suspected fraud, corrupt, criminal or unethical behavior to the appropriate person within CAASL; and
- g) Respect an individual's right to privacy and protect and maintain the confidentiality of personal information.
- h) An obligation to CAASL in terms of protecting its integrity and reputation, and for the use, care and responsible management of its resources. This means they will, in the course of their CAASL employment:
 - i) Behave honestly and with integrity
 - j) Act with care and diligence;
 - k) Comply with all applicable Sri Lankan laws
 - l) Comply with any lawful and reasonable direction given by someone with the appropriate authority.
 - m) Not make improper use of inside information or their duties, status, power or authority in order to gain, or seek to gain, a benefit for themselves or another person;
 - n) Protect and maintain the confidentiality of all information to which they have access during their course of their CAASL employment;
 - o) Not disclose any information that they obtain or generate in connection with their employment if it is reasonably foreseeable that the disclosure could be prejudicial to the effective working of government;
 - p) Not represent themselves as spokespersons for CAASL or the Sri Lankan Government unless properly authorized to do so;
 - q) Not provide false or misleading information in response to a request for information that is made for official purposes;
 - r) Refrain from engaging in any outside work without permission and/or where such work would compromise their integrity and independence;
 - s) Use CAASL and government resources in a proper manner; and
 - t) Comply with any other conduct requirement prescribed in applicable legislation, policy and obligation to act appropriately when a conflict arises between their self- interest and their duty to CAASL and the Sri Lankan Government. This means they will;
 - u) Disclose, and take reasonable steps to avoid, any conflict of interest (real or apparent) in connection with their CAASL employment.

Code of ethics for Designated Examiners are;

Principle 1

- a) Designated examiners shall have respect for the humanity and dignity of each of their test takers. They shall provide them with the best possible professional consideration and shall

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respect all persons' needs, values and cultures in the provision of their language testing service.

- b) Designated examiners shall not discriminate against nor exploit their test takers on grounds of age, gender, race, ethnicity, sexual orientation, language background, creed, political affiliations or religion, nor knowingly impose their own values (for example social, spiritual, political and ideological), to the extent that they are aware of them.
- c) Designated examiners shall never exploit their clients nor try to influence them in ways that are not related to the aims of the service they are providing or the investigation they are mounting.
- d) Sexual relations between designated examiners and their test takers are always unethical.
- e) Teaching and researching language testing involving the use of test takers (including students) requires their consent; IT ALSO REQUIRES respect for their dignity and privacy. Those involved should be informed that their refusal to participate will not affect the quality of the language tester's service (in teaching, in research, in development, in administration). THE USE OF all forms of media (paper, electronic, video, audio) involving test takers requires informed consent before being used for secondary purposes.
- f) Designated examiners shall endeavor to communicate the information they produce to all relevant stakeholders in as meaningful a way as possible.
- g) Where possible, test takers should be consulted on all matters concerning their interests.

Principle 2

Designated examiners shall hold all information obtained in their professional capacity about their test takers in confidence and they shall use professional judgment in sharing such information.

Annotation

- a) In the face of the widespread use of photocopied materials and facsimile, computerized test records and data banks, the increased demand for accountability from various sources and the personal nature of the information obtained from test takers, designated examiners are obliged to respect test takers' right to confidentiality and to safeguard all information associated with the tester-test taker relationship.
- b) Confidentiality cannot be absolute, especially where the records concern students who may be competing for admissions and appointments. A careful balance must be
- c) Maintained between preserving confidentiality as a fundamental aspect of the language tester's professional duty and the wider responsibility the tester has to society.
- d) Similarly, in appropriate cases, the language tester's professional colleagues also have a right to access data of test takers other than their own in order to improve the service the

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profession offers. In such cases, those given access to data should agree to maintain confidentiality.

- e) Test taker data collected from sources other than the test taker directly (for example from teachers of students under test) are subject to the same principles of confidentiality.
- f) There may be statutory requirements on disclosure, for example where the language tester is called as an expert witness in a law court or tribunal. In such circumstances, the language tester is released from his/her professional duty to confidentiality. Manual on the Implementation of D-4 ICAO Language Proficiency Requirements

Principle 3

Designated examiners should adhere to all relevant ethical principles embodied in national and international guidelines when undertaking any trial, experiment, treatment or other research activity.

Annotation

- a) Language testing progress depends on research, which necessarily involves the participation of human subjects. This research shall conform to generally accepted principles of academic inquiry, be based on a thorough knowledge of the professional literature; and be planned and executed according to the highest standards.
- b) All research must be justified; that is proposed studies shall be reasonably expected to provide answers to questions posed.
- c) The human rights of the research subject shall always take precedence over the interests of science or society.
- d) Where there are likely discomforts or risks to the research subject, the benefits of that research should be taken into account but must not be used in themselves to justify such discomforts or risks. If unforeseeable harmful effects occur, the research should always be stopped or modified.
- e) An independent Ethics Committee should evaluate all research proposals in order to ensure that studies conform to the highest scientific and ethical standards.
- f) Relevant information about the aims, methods, risks and discomforts of the research shall be given to the subject in advance. The information shall be conveyed in such a way that it is fully understood. Consent shall be free, without pressure, coercion or duress.
- g) The subject shall be free to refuse to participate in or to withdraw from, the research at any time prior to publication of research results. Such refusal shall not jeopardize the subject's treatment.
- h) Special care shall be taken with regard to obtaining prior consent in the case of subjects who are in dependent relationships (for example, students, the elderly, and proficiency challenged learners).

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- i) In the case of a minor, consent shall be obtained from a parent or guardian but also from the child if he is of sufficient maturity and understanding.
- j) Confidential information obtained in research shall not be used for purposes other than THOSE specified in the approved research protocol.
- k) Publication of research results shall be truthful and accurate.
- l) Publication of research reports shall not permit identification of the subjects who have been involved.

Principle 4

Designated examiners shall not allow the misuse of their professional knowledge or skills, in so far as they are able.

Annotation

- a) Designated examiners shall not knowingly use their professional knowledge or skills to advance purposes inimical to their test takers' interests. When the progress of the tester's intervention is not directly to the benefit of the test takers (for example when they are asked to act as trial subjects for a proficiency test designed for some other situation), its nature shall be made absolutely clear.
- b) Non-conformity with a society's prevailing moral, religious values, or status as an unwelcome migrant, shall not be the determining factor in assessing language ability.
- c) Whatever the legal circumstances, designated examiners shall not participate, either directly or indirectly in the practice of torture or other forms of cruel, inhuman or degrading punishment (see Declaration of Tokyo 1975).

Principle 5

Designated examiners shall continue to develop their professional knowledge, sharing this knowledge with colleagues and other language professionals.

Annotation

- a) Continued learning and advancing one's knowledge are fundamental to the professional role; failure to do so constitutes a disservice to test takers.
- b) Designated examiners shall make use of the various methods of continuing education that are available to them. These may involve participation in continuing language testing programmes and professional conferences, and the regular reading of relevant professional publications.
- c) Designated examiners shall take the opportunity to interact with colleagues and other relevant language professionals as an important means of developing their professional knowledge.

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- d) Designated examiners shall share new knowledge with colleagues by publication in recognized professional journals or at meetings.
- e) Designated examiners shall be expected to contribute to the education and professional development of designated examiners in training and to the drawing up of guidelines for the core requirements of that training.
- f) Designated examiners shall be prepared to contribute to the education of students in the WIDER language professions.

Principle 6

Designated examiners shall share the responsibility of upholding the integrity of the language testing profession.

Annotation

- a) Designated examiners shall promote and enhance the integrity of their profession by fostering a sense of trust and mutual responsibility among colleagues. In the event of differences of opinion, viewpoints should be expressed with candor and respect rather than by mutual denigration.
- b) Designated examiners develop and exercise norms on behalf of society. As such theirs is a privileged position which brings with it an obligation to maintain appropriate personal and moral standards in their professional practice, and in those aspects of their personal life which may reflect upon the integrity of that practice. Manual on the Implementation of D-6 ICAO Language Proficiency Requirements
- c) Designated examiners who become aware of unprofessional conduct by a colleague shall take appropriate action; this may include a report to the relevant authorities.
- d) Failure to uphold this Code of Ethics will be regarded with the utmost seriousness and could lead to severe penalties including withdrawal of ILTA membership.

Principle 7

Designated examiners in their societal roles shall strive to improve the quality of language testing, assessment and teaching services, promote the just allocation of those services and contribute to the education of society regarding language learning and language proficiency.

Annotation

- a) Designated examiners have a particular duty to promote the improvement of language testing provision/services in that many of their test takers are disenfranchised and lack power on account of their non-native speaker status.
- b) Designated examiners shall be prepared by virtue of their knowledge and experience to advise those responsible for the provision of language testing services.

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- c) Designated examiners shall be prepared to act as advocates and join with others in ensuring that language testing test takers have available to them the best possible language testing service.
- d) Designated examiners shall be prepared to work with advisory, statutory, voluntary and commercial bodies that have a role in the provision of language testing services.
- e) Designated examiners shall take appropriate action if services, by reason of fiscal restriction or otherwise, fall below minimal standards. Exceptionally, designated examiners may have to dissociate themselves from such services provided that this is not harmful to their test takers.
- f) Designated examiners shall be prepared to interpret and disseminate relevant scientific information and established Professional opinions to society. In so doing, designated examiners shall clarify their status as either spokespersons for a recognised professional body or not. If the views expressed are contrary to those generally held, they shall so indicate.
- g) It is reasonable for designated examiners to make scientifically substantiated contributions to public debate on sensitive socio-political issues, such as race, disadvantage and child rearing.
- h) Designated examiners shall differentiate between their role as educators based on professional knowledge and their role as citizens.
- i) In fulfilling their responsibilities under this principle, designated examiners shall take care to avoid self-promotion and the denigration of colleagues.
- j) Designated examiners shall make clear that they do not claim (and are not seen to claim) that they alone possess all the relevant knowledge.

Principle 8

Designated examiners shall be mindful of their obligations to the society within which they work, while recognizing that those obligations may on occasion conflict with their responsibilities to their test takers and to other stakeholders.

Annotation

- a) When test results are obtained on behalf of institutions (government departments, professional bodies, universities, schools, companies) designated examiners have an obligation to report those results accurately, however unwelcome they may be to the test takers and other stakeholders (families, prospective employers etc).
- b) As members of the society in which they work, designated examiners should recognize their obligation to the testing requirements of that society, even when they may not themselves agree with them. Where their disagreement is of sufficient strength to qualify as a conscientious objection, they should have the right to withdraw their professional services.

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Principle 9

Designated examiners shall regularly consider the potential effects, both short and long term on all stakeholders of their projects, reserving the right to withhold their professional services on the grounds of conscience.

Annotation

- a) As professionals, designated examiners have the responsibility to evaluate the ethical consequences of the projects submitted to them. While they cannot consider all possible eventualities, they should engage in a thorough evaluation of the likely consequences and, where those consequences are in their view professionally unacceptable, withdraw their services. In such cases, they should as a matter of course consult with fellow designated examiners to determine how far their view is shared, always reserving the right, where their colleagues take a different view, to make an individual stand on the grounds of conscience.

1.7 Flight Test Examiners as Delegates of CAASL

Delegations are one of the main administrative tools by which government power on civil aviation activities in Sri Lanka is exercised. CAASL is an entity under the Minister in charge of the subject of civil aviation who at present is the Minister of Transport and Civil Aviation, and it reports directly to him.


A Flight Test Examiner is granted delegations by the Director General of Civil Aviation Authority and the Director Training Organization & Personnel licensing under Civil Aviation Act No. 14 of 2010 and the “ANR 60” which permits the DGCA to subject a delegation to conditions or to make written directions. A Flight Test Examiner is only empowered to exercise the powers that have been expressly delegated to him/ her and they exercise those powers in their own name. Anyone to whom DGCA powers have been delegated cannot sub-delegate those powers any further. When DGCA delegate exercises their delegation, that exercise is further supervised by the Director Training Organization & Personnel Licensing of Civil Aviation Authority.

An industry delegate such a Flight Instructor performing the role as a Flight Test Examiner may face a situation where they are called upon to make a decision where there is a conflict between a safety issue and a desired industry result. As a matter of law, the delegate must decide in favor of the safety issue. A failure to do so could have serious consequences for the safety of air navigation, the industry and the delegate

When making a decision a Flight Test Examiner must do so independently and must consider each case on its merits. In doing so, a he / she is entitled to seek opinions to assist in arriving at a decision from the Director Training & Personnel Licensing.

The decision maker must not;

- a) Exercise the power for an improper purpose;
- b) Be guided by irrelevant considerations; or
- c) Fail to be guided by relevant considerations

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- d) The decision must not be:
- e) Manifestly unreasonable or uncertain; or
- f) Made without any supporting evidence having regard to the scope and purpose of the legislation.

1.8 Flight Test Examiner Responsibility

A Flight Test Examiner shall not undertake to perform any Test / Check unless he has written instructions from the DGCA.

At no stage shall a Flight Test Examiner who conducts a Test / Check on a candidate pilot convert a Test / Check to a training session without completing necessary documents concerning the result of such a Test / Check.

It is the responsibility of the Flight Test Examiner to submit the original Test / Check report of candidates to DGCA, as soon as possible.

- a) A Flight Test Examiner shall submit the duly completed monthly return form (Appendix A) of the Test / Check which he has performed during each month to the PEL Section of Civil Aviation Authority of Sri Lanka, by 10th of the following month.

1.9 Administrative Procedures Following an Unsuccessful Check Ride.

Administrative procedures include action to be taken when a student has not met acceptable standards. Such actions shall include:

- a) Immediately notifying Civil Aviation Authority of Sri Lanka that the pilot has not met the standards for a flight test. Only an authorized Flight Test Examiner may conduct a re- test of a failed test. An Authority Inspector must conduct a second re-test of a failed flight test.

CHAPTER 2

2.0 FLIGHT TEST PRINCIPLES AND STANDARDIZATION

2.1 Overview

This section of the FTEM outlines the Principles of Assessment and provides direction and guidance to assist Flight Test Examiners in applying a standardized approach to all aspects of flight testing applicants for licences and ratings.

The principles of assessment form the basis of conducting all types of flight tests where the final assessment is measured against a given standard. In making the final assessment the assessor (FTE) needs to have sound working knowledge of these principles as well as the standards against which the applicant's performance is being measured.

Flight testing, by its nature, is open to subjective decisions rather than reasoned, justified and objective assessments. All assessments need to be objective and must be made using the specified standards and performance criteria outlined in the appropriate syllabus. When an applicant is not successful, the particular item(s) where the "not competent" assessment has been made must be supported by the requirements outlined in the standards.

Delegate Instructions are also included in this section. As the name implies, these instructions, issued by the DGCA, are to be complied with by all FTE when conducting flight tests.

2.2 Principles of Aim of Assessment of the Flight Test

The aim of the Flight Test is to;

- a) Determine that the applicant meets the knowledge, and skill requirements for the licence or rating sought;
- b) Ensure acceptable levels of safety are maintained and improved throughout the aviation industry by requiring the application of sound airmanship and flight discipline; and
- c) Improve the standards of instruction and training of those exercises and procedures that are weak or commonly failed through feedback to the flying training organizations.

2.3 Evaluation Process

Evaluation is the process of observing, measuring and recording an applicant's performance in order to determine that the required competencies have been met. Analysis of this evaluation provides the information that is used to identify:

- a) Student deficiencies or weaknesses;
- b) Specific degrees of skill;
- c) Areas of weak instruction; and

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- d) Areas of the training syllabus requiring improvement.

Finally, to improve the quality of training and enhance aviation safety, this information should eventually be integrated into the training programs provided by the flying training schools by amending the syllabus, restructuring Flight Tests and revising flight test standards.

2.4 Evaluation Cycle

The evaluation process is a five-stage cycle:

- a) **Objective:** The first stage determines the objective of the flight test (item). Since evaluating the applicant's performance would be meaningless without considering what the performance should be, the process of evaluation should begin with clearly defined objectives.
- b) **Standards:** To be proficient in evaluating an applicant's performance during a flight test, the ATO must be completely familiar with the standards for each item. These standards are described in the Performance Criteria.
- c) **Performance:** During the flight test, the FTE assigns the tasks or maneuvers and observes the applicant's performance in response to the situations/circumstances presented.
- d) **Observation:** The FTE observes the applicant's performance and compares it with the specified Performance Criteria for the specific task or maneuver.
- e) **Assessment:** Based on evaluation of the applicant's performance under existing conditions, the FTE assesses the performance and makes the decision - competent/not competent. Should a decision of 'not competent' be made, to be useful, any written remarks must be clear and specific, supporting the negative decision.

2.5 Factors Affecting Evaluation

Comparing Applicants with each other: When working with a group of applicants, a natural thing, is to compare one applicant with another. FTEs must be conscious of this possibility and ensure that the applicant's performance is compared with the standard expressed in the Performance Criteria, not with a person who maybe more or less skilled.

2.6 Characteristics of Evaluation

An evaluation may become useless if certain principles are not respected. The following five characteristics, when used carefully in the conduct of a flight test, will result in an accurate and effective evaluation.

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Reliability

Reliability ensures consistent results. As applied to the flight test, this would be that two identical performances should result in the same assessment.

Human Factors may have a significant effect on flight test reliability. Some of these factors are:

- a) Fatigue - insufficient sleep;
- b) Emotions - work or home personal problems;
- c) Health - cold, flu, headache, inadequate food and fluid intake;
- d) Time of day - early morning, or last trip of the day;
- e) Distractions - noise, interruptions, etc; and
- f) Stress/nervousness - a flight test is highly likely to induce stress and nervous reactions.

FTEs should be conscious of these factors and attempt to limit their effects as much as possible for they may, for example, result in a lack of smoothness or accuracy in the applicant's performance. FTEs too may be affected by some of these same factors.

Testing for the purpose of a licence or rating must clearly be removed from training in order to maintain the reliability of the evaluation. For example, a second or third attempt at a particular sequence, may give the applicant the immediate practice needed to demonstrate the maneuver adequately. For this reason, an item or sequence must not be repeated unless one of the following conditions applies:

- a) Discontinuance - discontinuance of a maneuver for valid safety reasons. eg a go-around for traffic purposes;
- b) Collision Avoidance - ATO intervention on the controls to avoid another aircraft that the applicant could not have seen due to position or other factors;
- c) Misunderstood request - a legitimate instance when an applicant does not understand an ATO request to perform a specific maneuver. An applicant's failure to know the requirements of a specified maneuver is not grounds for repeating the exercise; or
- d) Other Factors - any condition/situation where the ATO was distracted to the point that the applicant's performance of the maneuver (radio calls, traffic etc) could not adequately be observed.

Validity

Tests are valid if they measure what they are supposed to measure and nothing else. The scope of the test must be such that when applicants are assessed as competent, they have met the skill requirements for the issue of the licence or rating sought.

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Comprehensive

Flight tests will be comprehensive if the FTE conforms to the items listed in the applicable test guide with no additions or deletions.

Discrimination

In testing, discrimination enables the FTE to detect different levels of achievement amongst applicants. Discrimination separates standard performance from above and below the standard performance. The Competency assessment does not provide for grading of performance. Therefore, the FTE may provide guidance to the organization on the relative strengths and weaknesses of the overall standard.

Objectivity

Objectivity ensures that the FTEs' personal opinions will not affect the outcome or assessment of the test. The Assessments must be made in accordance with the applicable performance criteria because the flight test assessments are influenced to some degree by subjective opinions. The Assessments will be more valid, less subjective, if the FTE has a sound and adequate background knowledge of the evaluation process and the expertise to accurately assess flight test applicants without prejudice.

2.7 Evaluation Errors

In order to test effectively, the FTE requires not only a sound knowledge of the characteristics of evaluation, but also a good understanding of the possible errors that can occur throughout the evaluation process. Errors in evaluation fall into several categories. They are;

- a) Personal Bias Error - personal bias errors lead to assessing applicants or a particular group of applicants identically.
- b) Central Tendency Error - central tendency errors result in all or most applicants being assessed as "average". The FTE really feels that the performance of most applicants is not as good as it should be and therefore "underscores" an applicant's good performance. On the other hand, the FTE is reluctant to cope with the possible emotional response of an applicant or a recommending instructor.
- c) Generosity Errors - generosity errors result in all applicants being assessed as competent. This could be caused by an FTE's desire to be known as a nice person.
- d) Severity Errors - severity errors result in all applicants being assessed as not competent. In this situation, the FTE may feel that the published standards are too low and make assessments against his/her own standards.
- e) Halo Effect - halo effect occurs when the FTE's impression of the applicant is allowed to influence the assessment of performance. One form of halo effect is the error of leniency. Leniency has its source in an FTE's likes, dislikes, opinions, prejudices, moods and political or community influence of people. For example, when testing a friend, acquaintance, own students or high profile individual, an ATO may assess the individual as competent when indeed they are not. Similarly errors of leniency and stereotype have their source in the FTE's likes and dislikes.

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- f) Logical Error - logical error occurs when an FTE assumes that a high degree of ability in one area means a similar degree of competence in another. A competent assessment of one or two items does not mean the applicant is also competent on all items to be tested. The full test must be completed and assessed.
- g) Error of Narrow Criterion - narrow criterion error occurs when there is a group of applicants to test. The FTE may, in these circumstances, rate each applicant against the others within the group instead of against the standards.
- h) Error of delayed grading - by delaying a “not competent” assessment, which will terminate the test, FTEs may award a final “competent” assessment based upon the overall impression of the flight test. This results in an erroneous assessment and a flight test report that is of little value to the training system.
- i) Standards Error - standards error is a result of all the errors we have discussed. However, if an FTE is not thoroughly familiar with established standards, as outlined in the applicable flight test guide/syllabus, assessing an applicant against those requirements is virtually impossible.

While all these errors may appear obvious on paper, they may not be under flight-test conditions, especially as the judgment of the FTE may be obscured by a combination of two or more errors. FTEs must therefore be aware of these errors to consciously prevent them from influencing the validity of the tests they conduct.

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CHAPTER 3

3.0 PRIVATE PILOT LICENCE (PPL) – AEROPLANE

3.1 General

The following Private Pilot – Aeroplane skills test standards (STS) guidance material has been prepared and published by the Civil Aviation Authority, Sri Lanka to establish the standards for Private Pilot Licence (PPL) skills test for the Aeroplane category, single engine land and sea; and multiengine land and sea classes. CAASL inspectors and the designated Flight Test Examiners shall conduct the following PPL skill test in compliance with the standard guidelines provided through the chapter 1 & 2 of this manual. Flight Test Examiners, Flight Training Instructors and the applicants should find these standards helpful when preparing for the flying tests.

3.2 Purpose

The Civil Aviation Authority, Sri Lanka (CAASL) has developed this skill test guidance material as the standard that shall be used by CAASL inspectors and designated Flight Test Examiners when conducting private pilot-Aeroplane skill tests. Flight instructors are expected to use this document when preparing applicants for skill tests. Applicants should be familiar with this document and refer to these standards during their training.

3.3 Discussion

The CAASL has developed this document as the standard that shall be used by CAASL inspectors and designated pilot examiners when conducting PPL (Aeroplane) skill tests. The Terms, such as "shall" and "must" are directive in nature and when used in this document indicate that an action is mandatory. Guidance information is described in terms of "should" and "may" indicating the actions are desirable or permissive, but not mandatory. Should changes to the skill test standards in this module be required, they will be available on CAASL's web site and then later incorporated into a printed revision of this module which may be obtained at CAASL, Personnel Licencing Office.

3.4 Skills Test Standards Concept

The Flight Test Examiner Handbook specifies the AREAS OF OPERATION in which knowledge and skill must be demonstrated by the applicant before the issuance of a private pilot licence or rating. The FTE handbook provides the flexibility to permit the CAASL to publish skill test standards containing the AREAS OF OPERATION and specific TASKS in which pilot competency shall be demonstrated. The CAASL shall revise this module whenever it is determined that changes are needed in the interest of safety. Adherence to the provisions of the Civil Aviation Regulations and the skill test standards is mandatory for the evaluation of private pilot applicants.

3.4.1 Description

- a) This module contains the following Skill Test Standards for the Private Pilot-Aeroplane skill test:

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- b) Section one - Aeroplane-Single-Engine Land and Sea
- c) Section two - Aeroplane-Multiengine Land and Sea
- d) The Private Pilot- Aeroplane Skill Test Standards includes the AREAS OF OPERATION and TASKS for the issuance of an initial private pilot licence and for the addition of category ratings and/or class ratings to that licence.

3.5 Skills Test Standards Description

- a) Areas of Operation are phases of the skill test arranged in a logical sequence within each standard. They begin with Preflight Preparation and end with Post flight Procedures. The inspector or examiner, however, may conduct the skill test in any sequence that will result in a complete and efficient test; however the ground portion of the skill test shall be accomplished before the flight portion.
- b) Tasks are titles of knowledge areas, flight procedures, or maneuvers appropriate to an Area of Operation. The abbreviation(s) within parentheses immediately following a Task refer to the category and/or class aircraft appropriate to that Task. The meaning of each abbreviation is as follows.
 - ASEL: Aeroplane-Single-Engine Land
 - AMEL: Aeroplane-Multiengine Land
 - ASES: Aeroplane-Single-Engine Sea
 - AMES: Aeroplane-Multiengine Sea

NOTE: When administering a skill test based on section 1 and 2 of this handbook, the Tasks appropriate to the class of Aeroplane (ASEL, ASES, AMEL, or AMES) used for the test shall be included in the plan of action. The absence of a class indicates the task is for all classes. NOTE is used to emphasize special considerations required in the Area of Operation or Task.

- c) The Objective lists the elements that must be satisfactorily performed to demonstrate competency in a Task. The Objective includes:
 - i. Specifically what the applicant should be able to do;
 - ii. Conditions under which the Task is to be performed; and
 - iii. Acceptable performance standards.

3.6 Use of the Skills Test Standards

- a) The CAASL requires that all private pilot skill tests be conducted in accordance with the appropriate private pilot skill test standards (FTE Handbook) and the policies set forth in

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the FTE manual. Applicants shall be evaluated in all Tasks included in each Area of Operation of the appropriate skill test standard, unless otherwise noted.

- b) An applicant, who holds at least a private pilot licence seeking an additional Aeroplane category rating and/or class rating at the private pilot level, shall be evaluated in the Areas of Operation and Tasks listed in the Additional Rating Task Table. At the discretion of the examiner, an evaluation of the applicant's competence in the remaining Areas of Operation and Tasks may be conducted.
- c) If the applicant holds two or more category or class ratings at the private level, and the ratings table indicates differing required Tasks, the "least restrictive" entry applies. For example, if "Ali" and "None" are indicated for one Area of Operation, the "None" entry applies. If "B" and "B, C" are indicated, the "B" entry applies. In preparation for each skill test, the examiner shall develop a written "plan of action." The "plan of action" shall include all Tasks in each Area of Operation, unless noted otherwise. If the elements in one Task have already been evaluated in another Task, they need not be repeated. For example, the "plan of action" need not include evaluating the applicant on complying with markings, signals, and clearances at the end of the flight, if that element was sufficiently observed at the beginning of the flight. Any Task selected for evaluation during a skill test shall be evaluated in its entirety. The examiner is not required to follow the precise order in which the Areas of Operation and Tasks appear in the handbook. The examiner may change the sequence or combine Tasks with similar Objectives to have an orderly and efficient flow of the skill test. For example, Radio Communications and ATS Light Signals may be combined with Traffic Patterns. The examiner's "plan of action" shall include the order and combination of Tasks to be demonstrated by the applicant in a manner that will result in an efficient and valid test.
- d) The examiner is expected to use good judgment in the performance of simulated emergency procedures. The use of the safest means for simulation is expected. Consideration must be given to local conditions, both meteorological and topographical, at the time of the test, as well as the applicant's workload, and the condition of the aircraft used. If the procedure being evaluated would jeopardize safety, it is expected that the applicant will simulate that portion of the maneuver
- e) Special Emphasis Areas. Examiners shall place special emphasis upon areas of aircraft operations considered critical to flight safety. Among these are:
 - Positive aircraft control;
 - Positive exchange of the flight controls procedure (who is flying the Aeroplane);
 - Stall/spin awareness;
 - Collision avoidance;
 - Wake turbulence avoidance;
 - Runway incursion avoidance;
 - Controlled flight into terrain (CFIT);
 - Aeronautical decision making (ADM);
 - Checklist usage; and
 - Other areas deemed appropriate to any phase of the skill test.

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- f) Although these areas may not be specifically addressed under each Task, they are essential to flight safety and will be evaluated during the skill test. In all instances, the applicant's actions will relate to the complete situation.

3.7 Private Pilot – Aeroplane Skills Test Prerequisites

An applicant for the Private Pilot-Aeroplane Skill Test is required by para 3.1.3 of IS 51:

- a) Be at least 17 years of age;
- b) Be able to read, speak, write, and understand the English language. If there is a doubt, use the PEL Handbook, English Language Skill Standards;
- c) Have passed the appropriate private pilot knowledge test since the beginning of the 24th month before the month in which he or she takes the skill test;
- d) Have satisfactorily accomplished the required training and obtained the aeronautical experience prescribed;
- e) Possess at least a current second class medical
- f) Have a letter of appointment issued by DGCA or his designated officer appointing the appropriate Flight Test Examiner. When assigned to conduct a skill test it is the responsibility of the individual examiner to ascertain himself the validity of his authorization and competency and recent experience of the type of the aircraft that is offered to him to conduct the examination.
- g) Have an endorsement from an authorised instructor certifying that the applicant has received and logged training time within 90 days preceding the date of application in preparation for the skill test, and is prepared for the skill test; and
- h) Also have an endorsement certifying that the applicant has demonstrated satisfactory knowledge of the subject areas in which the applicant was deficient on the airman knowledge test.

3.8 Aircraft and Equipment Required for the Skills Test

The private pilot-Aeroplane applicant is required to provide an airworthy, licenced aircraft for use during the skill test. Furthermore the aircraft must:

- a) Be of National, foreign or military registry of the same category, class, and type, if applicable, for the licence and or rating for which the applicant is applying;
- b) Have fully functioning dual controls and

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- c) Be capable of performing all Areas of Operation appropriate to the rating sought and have no operating limitations, which prohibit its use in any of the Areas of Operation, required for the skill test.

3.9 Flight Instructor Responsibility.

An appropriately rated flight instructor is responsible for training the private pilot applicant to acceptable standards in all subject matter areas, procedures, and maneuvers included in the Tasks within each Area of Operation in the appropriate private pilot skill test standard. Because of the impact of their teaching activities in developing safe, proficient pilots, flight instructors should exhibit a high level of knowledge, skill, and the ability to impart that knowledge and skill to students. Throughout the applicant's training, the flight instructor is responsible for emphasizing the performance of effective visual scanning and collision avoidance procedures.

3.10 Flight Test Examiner Responsibility.

The examiner conducting the skill test is responsible for determining that the applicant meets the acceptable standards of knowledge and skill of each Task within the appropriate skill test standard. This is an ongoing process throughout the test. Oral questioning, to determine the applicant's knowledge of Tasks and related safety factors, should be used judiciously at all times, especially during the flight portion of the skill test. Examiners shall test to the greatest extent practicable the applicant's correlative abilities rather than mere rote enumeration of facts throughout the skill test. If the examiner determines that a Task is incomplete, or the outcome uncertain, the examiner may require the applicant to repeat that Task, or portions of that Task. This provision has been made in the interest of fairness and does not mean that instruction, practice, or the repeating of an unsatisfactory task is permitted during the licensing process. The remaining Tasks of the skill test phase should be completed before repeating the questionable Task. On multiengine skill tests where the failure of the most critical engine after lift off is required, the examiner must give consideration to local atmospheric conditions, terrain, and type of aircraft used.

However the failure of an engine shall not be simulated until attaining at least VSSSE and at an altitude not lower than 200 feet AGL. During simulated engine failures on multiengine skill tests the examiner shall set zero thrust after the applicant has simulated feathering the propeller. The examiner shall require the applicant to demonstrate at least one landing with a simulated-feathered propeller with the engine set to zero thrust. Throughout the flight portion of the skill test, the examiner shall evaluate the applicant's use of visual scanning and collision avoidance procedures.

3.11 Satisfactory Performance.

Satisfactory performance to meet the requirements for licence issuance is based on the applicant's ability to safely:

- a) Perform the Tasks specified in the Areas Of Operation for the licence or rating sought within the approved standards;

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- b) Demonstrate mastery of the aircraft with the successful outcome of each Task performed never seriously in doubt;
- c) Demonstrate satisfactory proficiency and competency within the approved standards;
- d) Demonstrate sound judgment; and
- e) Demonstrate single-pilot competence if the aircraft is type licenced for single-pilot operations

3.12 Unsatisfactory Performance

The tolerances represent the performance expected in good flying conditions. If, in the judgment of the Flight Test Examiner, the applicant does not meet the standards of performance of any Task performed, the associated Area of Operation is failed and therefore, the skill test is failed.

The Flight Test Examiner or applicant may discontinue the test at any time when the failure of an Area of Operation makes the applicant ineligible for the licence or rating sought. The test may be continued ONLY with the consent of the applicant. If the test is discontinued, the applicant is entitled credit for only those Areas of Operation and their associated Tasks satisfactorily performed. However, during the retest, and at the discretion of the, any Task may be re- evaluated, including those previously passed.

Typical areas of unsatisfactory performance and grounds for disqualification are:

- a) Any action or lack of action by the applicant that requires corrective intervention by the examiner to maintain safe flight
- b) Failure to use proper and effective visual scanning techniques to clear the area before and while performing maneuvers.
- c) Consistently exceeding tolerances stated in the Objectives.
- d) Failure to take prompt corrective action when tolerances are exceeded.

When a notice of denial is issued, the examiner shall record the applicant's unsatisfactory performance in terms of the Area of Operation and specific TASK(S) not meeting the standard appropriate to the skill test conducted. The Area(S) Of Operation/Task(S) not tested and the number of skill test failures shall also be recorded. If the applicant fails the skill test because of a special emphasis area, the Notice of Denial shall indicate the associated task. i.e.: Area of Operation VIII, Maneuvering During Slow Flight, failure to use proper collision avoidance procedures.

3.13 Crew Resource Management (CRM)

CRM refers to the effective use of all available resources: human resources, hardware, and information. Human resources include all groups routinely working with the cockpit crew or pilot who are involved with decisions that are required to operate a flight safely. These groups include, but are not limited to flight operations officers/dispatchers, cabin crewmembers,

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maintenance personnel, air traffic controllers, and weather services. CRM is not a single Task, but a set of competencies that must be evident in all Tasks in this skill test standard as applied to either single pilot operations or crew.

3.14 Applicant's Use of Checklists

Throughout the skill test, the applicant is evaluated on the use of an appropriate checklist. Proper use is dependent on the specific Task being evaluated. The situation may be such that the use of the checklist, while accomplishing elements of an Objective, would be unsafe, especially in a single-pilot operation. In this case, a review of the checklist after the elements have been accomplished would be appropriate. Division of attention and proper visual scanning should be considered when using a checklist.

3.15 Use of Distractions During Skills Test

Numerous studies indicate that many accidents have occurred when the pilot has been distracted during critical phases of flight. To evaluate the applicant's ability to utilize proper control technique while dividing attention both inside and/or outside the cockpit, the Flight Test Examiner shall cause realistic distractions during the flight portion of the skill test to evaluate the applicant's ability to divide attention while maintaining safe flight.

3.16 Positive Exchange of Flight Controls

During flight examination there must always be a clear understanding between students and Flight Test Examiner (s) of who has control of the aircraft. Prior to flight, a briefing should be conducted that includes the procedure for the exchange of flight controls. A positive three- step process in the exchange of flight controls between pilots is a proven procedure and one that is strongly recommended. When the FTE wishes the student to take control of the aircraft, he or she will say, "You have the flight controls." The student acknowledges immediately by saying, "I have the flight controls." The FTE again says, "You have the flight controls." When control is returned to the FTE the same procedure should be followed. A visual check is recommended to verify that the exchange has occurred. There should never be any doubt as to who is flying the aircraft.

3.17 Metric Convention Initiative

To assist pilots in understanding and using the metric measurement system, the skill test standards refer to the metric equivalent of various altitudes throughout. The inclusion of meters is intended to familiarize pilots with its use. The metric altimeter is arranged in 10 meter increments; therefore, when converting from feet to meters, the exact conversion, being too exact for skill purposes, is rounded to the nearest 10 meter increment or even altitude as necessary.

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CHAPTER 4

4.0 COMMERCIAL PILOT LICENCE (CPL) – AEROPLANE

4.1 General:

The following Commercial Pilot – Aeroplane skills test standards (STS) guidance material has been prepared and published by the Civil Aviation Authority, Sri Lanka to establish the standards for Commercial Pilot Licence (CPL) skills test for the Aeroplane category, single engine land and multiengine land and sea classes. CAASL inspectors and the designated Flight Test Examiners shall conduct the following CPL skill test in compliance with the standard guidelines provided through the chapter 1 & 2 of this manual. The Flight Test Examiners, Flight Training Instructors and the applicants should find these standards helpful when preparing for the flying tests.

4.2 Purpose

The Civil Aviation Authority, Sri Lanka (CAASL) has developed this skill test guidance material as the standard that shall be used by CAASL inspectors and designated Flight Test Examiners when conducting Commercial Pilot -Aeroplane skill tests. Flight instructors are expected to use this document when preparing applicants for skill tests. Applicants should be familiar with this document and refer to these standards during their training.

4.3 Discussion:

The CAASL has developed this document as the standard that shall be used by CAASL inspectors and designated Flight Test Examiners when conducting commercial pilot-Aeroplane skill tests. Flight instructors are expected to use this document when preparing applicants for skill tests. Applicants should be familiar with this document and refer to these standards during their training.

Information considered directive in nature is described in this skill test document in terms, such as "shall" and "must" indicating the actions are mandatory. Guidance information is described in terms, such as "should" and "may" indicating the actions are desirable or permissive, but not mandatory.

Should changes to the skill test standards in this module be required, they will be available on CAASL's website and then later incorporated into a printed revision of this module which may be obtained at any CAASL Personnel Licencing (PEL) Department.

4.4 Skill Test Standards Concept

FTE Handbook specifies the AREAS OF OPERATION in which knowledge and skill must be demonstrated by the applicant before the issuance of a commercial pilot licence or rating. The FTE Handbook provides the flexibility to permit the CAASL to publish skill test standards containing the AREAS OF OPERATION and specific TASKS in which pilot competency shall be demonstrated. The CAASL shall revise this module whenever it is determined that changes are needed in the interest of safety. Adherence to the provisions of the Civil Aviation Regulations and the skill test standards is mandatory for the evaluation of private pilot applicants.

4.5 Skill Test Document Description

This test document contains the following Commercial Pilot-Aeroplane Skill test Standards:

Section three; Aeroplane-Single-Engine Land

The Commercial Pilot Skill test Standards-Aeroplane includes the AREAS OF OPERATION and TASKs for the issuance of an initial CPL and for the addition of category ratings and/or class ratings to that licence.

4.6 Skill Test Standard Description

- a) AREAS OF OPERATION are phases of the skill test arranged in a logical sequence within each standard. They begin with Preflight Preparation and end with Post flight Procedures. The examiner, however, may conduct the skill test in any sequence that will result in a complete and efficient test; however, the ground portion of the skill test shall be accomplished before the flight portion.
- b) TASKs are titles of knowledge areas, flight procedures, or maneuvers appropriate to an AREA OF OPERATION. The abbreviation(s) within parentheses immediately following a TASK refer to the category and/or class aircraft appropriate to that TASK. The meaning of each abbreviation is as follows.
 - ASEL Aeroplane-Single-Engine Land.
 - AMEL Aeroplane-Multiengine Land.
 - ASES Aeroplane-Single-Engine Sea
 - AMES Aeroplane-Multiengine Sea.

NOTE: When administering a test based on sections 3 of this STS, the TASKs appropriate to the class Aeroplane (ASEL, ASES, AMEL, or AMES) used for the test shall be included in the plan of action. The absence of a class indicates the TASK is for all classes.

NOTE is used to emphasize special considerations required in the AREA OF OPERATION or TASK.

- c) The Objective lists the elements that must be satisfactorily performed to demonstrate competency in a TASK. The Objective includes:
 - Specifically what the applicant should be able to do;
 - Conditions under which the TASK is to be performed; and
 - Acceptable performance standards.


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4.7 Use of Skill Test Standards

- a) The CAASL requires that all commercial pilot skill tests be conducted in accordance with the appropriate commercial skill test standards and the policies set forth in the FTE Handbook of the manual. Applicants shall be evaluated in ALL TASKs included in each AREA OF OPERATION of the appropriate skill test standard, unless otherwise noted.
- b) An applicant, who holds at least a CPL seeking an additional Aeroplane category rating and/or class rating at the commercial pilot level, shall be evaluated in the AREAS OF OPERATION and TASKs
- c) Listed in the Additional Rating Task Table. At the discretion of the examiner, an evaluation of the applicant's competence in the remaining AREAS OF OPERATION and TASKs may be conducted.
- d) If the applicant holds two or more category or class ratings at least at the commercial level, and the ratings table indicates differing required TASKs, the "least restrictive" entry applies. For example, if "ALL" and "NONE" are indicated for one AREA OF OPERATION, the "NONE" entry applies. If "B" and "B, C" are indicated, the "B" entry applies.
- e) In preparation for each skill test, the examiner shall develop a written "plan of action." The "plan of action" shall include all TASKs in each AREA OF OPERATION, unless noted otherwise. If the elements in one TASK have already been evaluated in another TASK, they need not be repeated. For example, the "plan of action" need not include evaluating the applicant on complying with markings, signals, and clearances at the end of the flight, if that element was sufficiently observed at the beginning of the flight. Any TASK selected for evaluation during a skill test shall be evaluated in its entirety.
- f) The examiner is not required to follow the precise order in which the AREAS OF OPERATION and TASKs appear in this document. The examiner may change the sequence or combine TASKs with similar Objectives to have an orderly and efficient flow of the skill test. For example, Radio Communications and ATC Light Signals may be combined with Traffic Patterns. The examiner's "plan of action" shall include the order and combination of TASKs to be demonstrated by the applicant in a manner that will result in an efficient and valid test.
- g) The examiner is expected to use good judgment in the performance of simulated emergency procedures. The use of the safest means for simulation is expected. Consideration must be given to local conditions, both meteorological and topographical, at the time of the test, as well as the applicant's workload, and the condition of the aircraft used. If the procedure being evaluated would jeopardize safety, it is expected that the applicant will simulate that portion of the maneuver.

4.8 Special Emphasis Areas

- a) Examiners shall place special emphasis upon areas of aircraft operations considered critical to flight safety. Among these are:
 - Positive aircraft control;

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- Positive exchange of the flight controls procedure (who is flying the Aeroplane);
 - Stall / spin awareness;
 - Collision avoidance;
 - Wake turbulence avoidance;
 - Runway incursion avoidance;
 - Controlled flight into terrain (CFIT);
 - Aeronautical decision making (ADM);
 - Checklist usage ; and
 - Other areas deemed appropriate to any of the skill test.
- b) Although these areas may not be specifically addressed under each TASK, they are essential to flight safety and will be evaluated during the skill test. In all instances, the applicant's actions will relate to the complete situation.
- c) Removal of the "Aeroplane Multiengine VFR Only" Limitation
- d) The removal of the "Aeroplane Multiengine VFR Only" limitation, at the CPL level, requires an applicant to satisfactorily perform the following AREAS OF OPERATION and TASKs from the commercial AMEL and AMES STS in a manufacturer's published V_{Mc} speed.

4.9 Commercial Pilot – Aeroplane Skill Test Prerequisites

An applicant for the Commercial Pilot-Aeroplane Skill test is required by para 4.1.3 of IS 51:

- a) Be at least 18 years of age;
- b) Be able to read, speak, write, and understand the English language.
- c) Possess a private pilot licence with an Aeroplane rating, if a CPL with an Aeroplane rating is sought,
- d) Have a letter of appointment issued by DGCA or his designated officer appointing the appropriate Flight Test Examiner. When assigned to conduct a skill test it is the responsibility of the individual examiner to ascertain himself the validity of his authorization and competency and recent experience of the type of the aircraft that is offered to him to conduct the examination.
- e) Have passed the appropriate commercial pilot knowledge test since the beginning of the 36th month before the month in which he or she takes the skill test;

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- f) Have satisfactorily accomplished the required training and obtained the aeronautical experience prescribed;
- g) Possess a current class one medical;
- h) Have an endorsement from an authorized instructor certifying that the applicant has received and logged training time within 90 days preceding the date of application in preparation for the skill test, and is prepared for the skill test; and
- i) Also have an endorsement certifying that the applicant has demonstrated satisfactory knowledge of the subject areas in which the applicant was deficient on the airman knowledge test or any other area of knowledge applicable to the issuance of licence.

4.10 Aircraft and Equipment Required for the Skills Test

The commercial pilot-Aeroplane applicant is required by to provide an airworthy, licenced Aeroplane for use during the skill test. This section further requires that the aircraft must:

- a) be of National, foreign or military registry of the same category, class, and type, if applicable, for the licence and/or rating for which the applicant is applying;
- b) have fully functioning dual controls and be capable of performing all AREAS OF OPERATION appropriate to the rating sought and have no operating limitations which prohibit its use in any of the AREAS OF OPERATION required for the skill test; and

Use of CAASL Approved Synthetic Flight Trainers / Instructors

- a) An applicant for a commercial pilot -Aeroplane licence may be authorised to use a synthetic flight trainer' approved by the Licencing Authority to complete certain flight TASK requirements listed in this manual. An applicant seeking an added rating to a commercial pilot licence may also use a qualified, approved and appropriate synthetic flight trainer to complete certain flight task requirements in accordance with FTE Handbook of this manual.
- b) Flight Test Examiners conducting CPL-Aeroplane skill tests with synthetic flight trainers shall consult appropriate CAASL documentation to ensure that the specific synthetic flight trainer has been approved for training, testing, or checking. Documentation for each synthetic flight trainer should reflect at least the following:
 - The synthetic flight trainer has been evaluated and approved by the DGCA and determined to be appropriate for testing on specifically identified skill test tasks.
 - The synthetic flight trainer shall continue to be suitable for testing specific skill test tasks through continuing evaluations conducted by the DGCA.
 - The synthetic flight trainer shall continue to support the level of student or applicant performance required by this STS.

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- c) The description and objective of each TASK as listed in the body of this STS, including all notes, shall be incorporated into the synthetic flight trainer approval document.
- d) An appropriate class Aeroplane may be required to complete the remaining flight TASKs of a skill test. When flight TASKs are accomplished in an aircraft, certain TASK elements may be accomplished through "simulated" actions in the interest of safety and practicality, but when accomplished in a synthetic flight trainer, these same actions would not be "simulated."
- e) For example, when in an aircraft, a simulated engine fire may be addressed by retarding the throttle to idle, simulating the shutdown of the engine, simulating the discharge of the fire suppression agent, if applicable, simulating the disconnect of associated electrical, hydraulic, and pneumatics systems, etc. However, when the same emergency condition is addressed in a synthetic flight, all TASK elements must be accomplished as would be expected under actual circumstances.
- f) Similarly, safety of flight precautions taken in the aircraft for the accomplishment of a specific maneuver or procedure (such as limiting altitude in an approach to stall or setting maximum airspeed for an engine failure expected to result in a rejected takeoff) need not be taken when a synthetic flight trainer is used.
- g) It is important to understand that whether accomplished in an aircraft or synthetic flight trainer, all TASKs and elements for each maneuver or procedure shall have the same performance standards applied equally for determination of overall satisfactory performance.
- h) Synthetic trainers as defined by ICAO Annex 1, Personnel Licensing, are any one of the following three types of apparatus in which flight conditions are simulated on the ground: A Flight Simulator, a Flight Procedures Trainer or a Basic Instrument Flight Trainer.

4.11 Flight Instructor Responsibility

- a) An appropriately rated flight instructor is responsible for training the commercial pilot applicant to acceptable standards in all subject matter areas, procedures, and maneuvers included in the TASKs within each AREA OF OPERATION in the appropriate commercial pilot skill test standard.
- b) Because of the impact of their teaching activities in developing safe, proficient pilots, flight instructors should exhibit a high level of knowledge, skill, and the ability to impart that knowledge and skill to students.
- c) Throughout the applicant's training, the flight instructor is responsible for emphasizing the performance of effective visual scanning and collision avoidance procedures.

4.12 Examiner Responsibility:

- a) The examiner conducting the skill test is responsible for determining that the applicant meets the acceptable standards of knowledge and skill of each TASK within the appropriate skill test standard. This is an ongoing process throughout the test. Oral questioning, to determine the applicant's knowledge of TASKs and related safety factors,

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should be used judiciously at all times, especially during the flight portion of the skill test. Examiners shall test to the greatest extent practicable the applicant's correlative abilities rather than mere rote enumeration of facts throughout the skill test. If the examiner determines that a TASK is incomplete, or the outcome uncertain, the examiner may require the applicant to repeat that TASK, or portions of that TASK. This provision has been made in the interest of fairness and does not mean that instruction, practice, or the repeating of an unsatisfactory task is permitted during the skill test process. When practical, the remaining TASKs of the skill test phase should be completed before repeating the questionable TASK.

- b) On multiengine skill tests where the failure of the most critical engine after lift off is required, the examiner must give consideration to local atmospheric conditions, terrain, and type of aircraft used. However the failure of an engine shall not be simulated until attaining at least VSSSE and at an altitude not lower than 200 feet (60 metres) AGL.
- c) During simulated engine failures on multiengine skill tests the examiner shall set zero thrust after the applicant has simulated feathering the propeller. The examiner shall require the applicant to demonstrate at least one landing with a simulated feathered propeller with the engine set to zero thrust.
- d) Throughout the flight portion of the skill test, the examiner shall evaluate the applicant's use of visual scanning and collision avoidance procedures.

4.13 Satisfactory Performance

Satisfactory performance to meet the requirements for licencing is based on the applicant's ability to safely:

- a) Perform the TASKs specified in the AREAS OF OPERATION for the licence or rating sought within the approved standards;
- b) Demonstrate mastery of the aircraft with the successful outcome of each TASK performed never seriously in doubt;
- c) Demonstrate satisfactory proficiency and competency within the approved standards;
- d) Demonstrate sound judgment; and
- e) Demonstrate single-pilot competence if the aircraft is type licenced for single-pilot operations.

4.14 Unsatisfactory Performance:

- a) The tolerances represent the performance expected in good flying conditions. If, in the judgment of the examiner, the applicant does not meet the standards of performance of any TASK performed, the associated AREA OF OPERATION is failed and therefore, the skill test is failed.

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- b) The examiner or applicant may discontinue the test at any time when the failure of an AREA OF OPERATION makes the applicant ineligible for the licence or rating sought. The test may be continued ONLY with the consent of the applicant. If the test is discontinued, the applicant is entitled credit for only those AREAS OF OPERATION and their associated TASKs satisfactorily performed. However, during the retest, and at the discretion of the examiner, any TASK may be re-evaluated, including those previously passed.
- c) Typical areas of unsatisfactory performance and grounds for disqualification are:
- Any action or lack of action by the applicant that requires corrective intervention by the examiner to maintain safe flight.
 - Failure to use proper and effective visual scanning techniques to clear the area before and while performing maneuvers.
 - Consistently exceeding tolerances stated in the Objectives.
 - Failure to take prompt corrective action when tolerances are exceeded.
- d) When a notice of denial is issued, the examiner shall record the applicant's unsatisfactory performance in terms of the AREA OF OPERATION and specific TASK(s) not meeting the standard appropriate to skill test conducted. The AREA(s) OF OPERATION/TASK(s) not tested and the number of skill test failures shall also be recorded. If the applicant fails the skill test because of a special emphasis area, the Notice of Disapproval shall indicate the associated task. i. e.: AREA OF OPERATION VIII, Maneuvering During Slow Flight, failure to use proper collision avoidance procedures.

4.15 Crew Resource Management (CRM):

CRM refers to the effective use of all available resources: human resources, hardware, and information. Human resources include all groups routinely working with the cockpit crew or pilot who are involved with decisions that are required to operate a flight safely. These groups include, but are not limited to dispatchers, cabin crewmembers, maintenance personnel, air traffic controllers, and weather services. CRM is not a single TASK, but a set of competencies that must be evident in all TASKs in this skill test standard as applied to either single pilot operations or crew.

4.16 Applicant's Use of Checklists:

Throughout the skill test, the applicant is evaluated on the use of an appropriate checklist. Proper use is dependent on the specific TASK being evaluated. The situation may be such that the use of the checklist, while accomplishing elements of an Objective, would be either unsafe or impractical, especially in a single-pilot operation. In this case, a review of the checklist after the elements have been accomplished would be appropriate. Division of attention and proper visual scanning should be considered when using a checklist.

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4.17. Use of Distractions During Skills Test:

Numerous studies indicate that many accidents have occurred when the pilot has been distracted during critical phases of flight. To evaluate the applicant's ability to utilize proper control technique while dividing attention both inside and/or outside the cockpit, the examiner shall cause realistic distractions during the flight portion of the skill test to evaluate the applicant's ability to divide attention while maintaining safe flight.

4.18 Positive Exchange of Flight Controls:

During flight training, there must always be a clear understanding between students and flight instructors of who has control of the aircraft. Prior to flight, a briefing should be conducted that includes the procedure for the exchange of flight controls. A positive three-step process in the exchange of flight controls between pilots is a proven procedure and one that is strongly recommended.

When the instructor wishes the student to take control of the aircraft, he or she will say, "You have the flight controls." The student acknowledges immediately by saying, "I have the flight controls." The flight instructor again says, "You have the flight controls." When control is returned to the instructor, follow the same procedure. A visual check is recommended to verify that the exchange has occurred. There should never be any doubt as to who is flying the aircraft.

4.19 Metric Convention Initiative:

To assist pilots in understanding and using the metric measurement system, the skill test standards refer to the metric equivalent of various altitudes throughout. The inclusion of meters is intended to familiarize pilots with its use. The metric altimeter is arranged in 10 meter increments; therefore, when converting from feet to meters, the exact conversion, being too exact for practical purposes, is rounded to the nearest 10 meter increment or even altitude as necessary.

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CHAPTER 5

5.0 AIRLINE TRANSPORT PILOT LICENCE (Aeroplane)

5.1 General

The following Airline Transport Pilot – Aeroplane skills test standards (STS) guidance material has been prepared and published by the Civil Aviation Authority, Sri Lanka to establish the standards for airline transport pilot licence (ATPL) skills test standards for the Aeroplane category. The CAASL inspectors and the designated Flight Test Examiners shall conduct the following ATPL skill test in compliance with the standard guidelines provided through the Chapter 1& 2 of this manual. The Flight Test Examiners, Flight Training Instructors and the applicants should find these standards helpful when preparing for the skills test required under the CAASL.

5.2. Purpose:

The Civil Aviation Authority, Sri Lanka (CAASL) has developed this skill test Model as the standard that shall be used by CAASL inspectors and designated Flight Test Examiners when conducting Airline Transport Pilot Licence -Aeroplane skill tests. Flight instructors are expected to use this document when preparing applicants for skill tests. Applicants should be familiar with this document and refer to these standards during their training

5.3 Discussion:

The Civil Aviation Authority (CAASL) has developed this document as the standard that shall be used by CAASL inspectors and designated Flight Test Examiners when conducting ATPL - Aeroplane skill tests. Flight Instructors are expected to use this document when preparing applicants for skill tests. Applicants should be familiar with this document and refer to these standards during their training.

Information considered directive in nature is described in this skill test standard in terms, such as "shall" and "must" indicating the actions are mandatory. Guidance information is described in terms, such as "should" and "may" indicating the actions are desirable or permissive but not mandatory. This skill test standard may be downloaded from the CAASL's website.

Should changes to the skill test standards in this module be required, they will be available on CAASL's website and then later incorporated into a printed revision of this module which may be obtained at any CAASL Personnel Licencing (PEL) Department.

5.4 Skill Test Standard Concept:

- a) FTE handbook section 1, 2, 3 and 4 of the manual specifies the areas in which knowledge and skills must be demonstrated by the applicant before the issuance of an airline transport pilot licence and/ or a type rating in Aeroplane. These chapters provide the flexibility to permit the CAASL to publish skill test standards (STS) containing specific TASKS in which pilot competency must be demonstrated.

- b) The CAASL will revise this document whenever it is determined that changes are needed in the interest of safety. Adherence to provisions of the regulations and the STS is mandatory for the evaluation of pilot applicants.
- c) For some aircraft types, provisions of CAASL documents may specify details as to how STS apply to certain maneuvers, TASKS, procedures or knowledge areas. Flight proficiency for certification of airmen is demonstrated when the maneuvers and procedures required for the issuance of a type rating for a specific Aeroplane are accomplished satisfactorily. Type rating requirements may be determined through this document and Flight Manual. Unless the Director General, Civil Aviation Authority (DGCA) requires certain or all TASKS to be performed, the Flight Test Examiner who conducts the skill test for an airline transport pilot licence or added rating may waive any of the TASKS for which the DGCA approves waiver authority.
- d) For those crewmembers employed by air carriers, and those CAASL personnel assigned to air carriers, the DGCA provides waiver discretion to the check airman (also a qualified Flight Test Examiner), or the CAASL inspector conducting the check, for the following maneuvers/procedures.
 - Area arrival or area departure, but not both.
 - Two of three stalls. (One demonstrated in a turn, with a bank of 15 to 30°)
 - Holding.
 - Second non precision approach.
 - Steep turns.
 - Specific flight characteristics.

Waiver authority requires that the applicant is trained to proficiency in all six maneuvers/procedures in the operator's CAASL -approved training program.

NOTE: Pilots employed by an air operator licence holder, whose manual prohibits a circling approach when the weather is below 1,000 feet and 3 miles' visibility are not required to be checked on the circling approach and landing from a circling approach. Airline transport pilot and aircraft type rating licences issued without training and checking in the circling maneuver will be annotated "CIRC. APCH. VMC ONLY." This restriction may be removed when the circling approach is satisfactorily demonstrated to a designated examiner (also a check airman), or CAASL inspector, in the appropriate type Aeroplane.

5.5 Skill Test Description

- a) This skill test contains the Airline Transport Pilot and Aircraft Type Rating Skill test standards-Aeroplane.
- b) The Airline Transport Pilot and Aircraft Type Rating Skill test standards-Aeroplane includes AREAS OF OPERATION and TASKS for the initial issuance of an airline

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transport pilot licence and for the addition of category, class, and aircraft type ratings to that licence.

- c) The AREAS OF OPERATION are divided into two sections. The first AREA OF OPERATION in each section is conducted on the ground to determine the applicant's knowledge of the aircraft, equipment, performance, and limitations. The eight AREAS OF OPERATION in the second section are considered to be in flight. All eight AREAS OF OPERATION in the second section test the applicant's skill and knowledge. If all TASKS, of the skill test, are not completed on one date, all remaining TASKS of the test must be satisfactorily completed not more than 60 calendar days after the date on which the applicant began the test.
- d) AREAS OF OPERATION are phases of the skill test arranged in a logical sequence within each standard. They begin with preflight preparation and end with post flight procedures. The examiner may combine TASKS with similar objectives and conduct the skill test in any sequence that will result in a complete and efficient test.
- e) TASKS are titles of knowledge areas, flight procedures, or maneuvers appropriate to an AREA OF OPERATION.
- f) NOTE is used to emphasize special considerations required in the AREA OF OPERATION.
- g) The Objective lists the important ELEMENTS that must be satisfactorily performed to demonstrate competency in a TASK. The Objective includes:
 - Specifically what the applicant should be able to do;
 - The conditions under which the TASK is to be performed; and
 - The acceptable standards of performance.

5.6 Use of Skill Test Standards.

- a) The TASKS, in the FTE Handbook, are for Aeroplane. These TASKS apply to the applicant who seeks an airline transport pilot licence; the addition of a category, class, or aircraft type rating on that licence. The applicant that holds a private or commercial pilot licence and is seeking the addition of an aircraft type rating on that licence, must have the proper category/class rating or accomplish the appropriate TASKS in the private/commercial pilot STS, which are not in this FTE Handbook.
- b) With certain exceptions, some described by NOTES, all TASKS are required. However, when a particular ELEMENT is not appropriate to the aircraft or its equipment, that ELEMENT, at the discretion of the examiner, may be omitted. Examples of ELEMENT exceptions are integrated flight systems for aircraft not so equipped, operation of landing gear in fixed gear aircraft, multiengine tasks in single-engine aircraft, or other situations where the aircraft operation is not compatible with the requirement of the ELEMENT.

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- c) Examiners must develop a written plan of action that includes the order and combination of TASKS to be demonstrated by the applicant in a manner that results in an efficient and valid test. Although TASKS with similar Objectives may be combined to conserve time, the Objectives of all TASKS must be demonstrated and evaluated at some time during the skill test. It is of utmost importance that the examiner accurately evaluates the applicant's ability to perform safely as a pilot in the National Airspace System. The examiner may simulate/act as air traffic control (ATC) while conducting the skill test.

5.7 Special Emphasis Area.

The FTE shall place special emphasis upon areas of aircraft operations considered critical to flight safety. Among these are positive aircraft control, positive exchange of the flight controls procedure (who is flying the aircraft), collision avoidance, wake turbulence avoidance, use of available automation, land and hold short operations (LAHSO), communication management, runway incursion, controlled flight into terrain (CFIT), crew resource management (CRM), aeronautical decision making (ADM), and other areas deemed appropriate to any phase of the skill test. Although these areas may not be specifically addressed under each TASK, they are essential to flight safety and will be critically evaluated during the skill test. In all instances, the applicant's actions will relate to the complete situation.

The examiner's role regarding ATC, crew resource management, and the duties and responsibilities of the examiner through all phases of the skill test must be explained to and understood by the applicant, prior to the test.

5.8 Skill Test Prerequisites: Airline Transport Pilot (ATPL)

An applicant for the original issuance of an airline transport pilot licence is required (prior to the skill test) to:

- a) Have passed the appropriate airline transport pilot knowledge test within 05 years before the date of the skill test;
- b) Have the aeronautical experience, that apply to the aircraft category and class rating;
- c) Have a class 1 medical
- d) Be at least 21 years of age; and
- e) Be able to read, speak, write, and understand the English language. If there is a doubt, use the English Language Skill Standards document.
- f) Have a letter of appointment issued by DGCA or his designated officer appointing the appropriate Flight Test Examiner. When assigned to conduct a skill test it is the responsibility of the individual examiner to ascertain himself the validity of his authorization and competency and recent experience of the type of the aircraft that is offered to him to conduct the examination.

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5.9 Skill Test Prerequisites. Aircraft Type Rating

An applicant for a type rating in an Aeroplane is required to have:

- a) The applicable experience;
- b) A class 1 medical
- c) The appropriate category and class rating, or accomplish the appropriate TASKS in the private/commercial pilot of the FTE Handbook;
- d) Received and logged ground training from an authorised ground or flight instructor and flight training from an authorised flight instructor, on the AREAS OF OPERATION in this skill test standard that apply to the aircraft type rating sought; and
- e) Received a log document endorsement from the instructor who conducted the training, certifying that the applicant completed all the training on the AREAS OF OPERATION in this skill test standard that apply to the aircraft type rating sought.

If the applicant is an employee of an AOC holder, the applicant may present a training record that shows the satisfactory completion of that licence holder's approved pilot in command training program for the aircraft type rating sought, instead of the requirements of 4 and 5 above.

An applicant who holds the private pilot or limited commercial pilot licence is required to have passed the appropriate instrument rating knowledge test since the beginning of the 24th month before the skill test is taken if the test is for the concurrent issuance of an instrument rating and an aircraft type rating.

If an applicant is taking a skill test for the issuance of a private or commercial pilot licence with an Aeroplane rating, in an aircraft that requires a type rating, private pilot skill test standards or commercial pilot skill test standards, as appropriate to the licence, should be used in conjunction with this STS in the FTE Handbook. Also, the current instrument rating skill test standard should be used in conjunction with this STS if the applicant is concurrently taking a skill test for the issuance of an instrument rating and a type rating. The TASKS that are in the private pilot, commercial pilot, or instrument rating STS (and not in this STS) must be accomplished.

5.10 Seaplane Class Rating.

If the applicant does not hold a commercial pilot licence with a seaplane class rating and desires an Aeroplane class rating of single-engine sea, or multiengine sea, the latest edition of Commercial Pilot Skill test standards-Aeroplane, shall be used in conjunction with this skill test Standard Commercial pilot skill test standards, Commercial Pilot Aeroplane Single-Engine Sea, shall be used with single-engine aircraft. Commercial pilot skill test standards, Commercial Pilot Aeroplane Multiengine Sea, shall be used with multiengine aircraft.

In addition to the TASKS in this skill test standard, the following TASKS from the commercial pilot skill test standards must be accomplished for an Aeroplane class rating of single-engine sea or multiengine sea.

- a) Water and Seaplane Characteristics.
- b) Seaplane Bases, Maritime Rules, and Aids to Marine

- c) Navigation.
- d) Sailing.
- e) Seaplane Base/Water Landing Site Markings and Lighting.
- f) Glassy Water Takeoff and Climb.
- g) Glassy Water Approach and Landing.
- h) Rough Water Takeoff and Climb.
- i) Rough Water Approach and Landing.
- j) Confined-Area Takeoff and Climb.
- k) Confined-Area Approach and Landing.
- l) Anchoring.
- m) Docking and Mooring.
- n) Beaching.
- o) Ramping.

In addition to the above TASKS, if the applicant does not have commercial multiengine class rating, the following TASK from the commercial pilot skill test standards must be accomplished for an Aeroplane class rating of multiengine sea:

Engine Inoperative-Loss of Directional Control Demonstration.

An amphibian type rating shall bear the limitation "LIMITED TO LAND" or "LIMITED TO SEA," as appropriate, unless the applicant demonstrates proficiency in both land and sea operations.

5.11 Aircraft Type Ratings Limited VFR

Pilot applicants who wish to add a type rating, limited to VFR, to their licence must take a skill test that includes the following items:

Section one: PREFLIGHT PREPARATION

I.AREA OF OPERATION: PREFLIGHT PREPARATION.

- Equipment examination.
- Performance and limitations

Section Two: PREFLIGHT PROCEDURES, INFLIGHT MANOEUVRES, AND POSTFLIGHT PROCEDURES

II.AREA OF OPERATION: PREFLIGHT PROCEDURES

- Preflight inspection.
- Power plant start.
- Taxiing.
- Pre takeoff checks.

III. AREA OF OPERATION: TAKEOFF AND DEPARTURE PHASE

- Normal and crosswind takeoff
- Power plant failure during takeoff.
- Rejected takeoff.

IV. AREA OF OPERATION: INFLIGHT MANOEUVRES.

- Steep turns.
- Approaches to stalls.
- Power plant failure-multiengine Aeroplane.
- Power plant failure-single-engine Aeroplane.
- Specific flight characteristics.

V. AREA OF OPERATION: INSTRUMENT PROCEDURES.

(Not applicable)

VI. AREAS OF OPERATION: LANDINGS AND APPROACHES TO LANDINGS.

- Normal and crosswind landings.
- Landing with simulated power plant failure-multiengine Aeroplanes.
- Rejected landing.
- Landing from a no flap or a non-standard flap approach.

VII. AREA OF OPERATION: NORMAL AND ABNORMAL PROCEDURES.

VIII. AREA OF OPERATION: EMERGENCY PROCEDURES.

IX. AREA OF OPERATION: POSTFLIGHT PROCEDURES.

- After-landing procedures.
- Parking and securing.

5.12 REMOVAL OF THE “Limited to Centre Thrust” Limitation.

The removal of the "Limited to Centre Thrust' limitation at the airline transport pilot licence level requires an applicant to satisfactorily perform the following AREAS OF OPERATION and TASKS from the Airline Transport Pilot and Aircraft Type Rating Skill test standards-Aeroplane and also the following AREAS OF OPERATION and TASKS from the Commercial Pilot Skill test standards-Aeroplane during the skill test in a multiengine Aeroplane that has a manufacturer's published VMC speed.

From the Airline Transport Pilot and Aircraft Type Rating Skill test standards-Aeroplane:

- POWERPLANT FAILURE DURING TAKEOFF
- REJECTED TAKEOFF

AREA OF OPERATION IV: INFLIGHT MANOEUVRES

- POWERPLANT FAILURE-MULTIENGINE AEROPLANE

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AREA OF OPERATION VI: LANDINGS AND APPROACHES TO LANDINGS

- APPROACH AND LANDING WITH (SIMULATED) POWERPLANT FAILURE-MULTIENGINE

From the Commercial Pilot Skill test standards-Aeroplane:

AREA OF OPERATION I: PREFLIGHT PREPARATION

- PRINCIPLES OF FLIGHT-ENGINE INOPERATIVE

AREA OF OPERATION VIII: EMERGENCY OPERATIONS

- ENGINE INOPERATIVE - LOSS OF DIRECTIONAL CONTROL DEMONSTRATION

Note: A Flight simulator or flight-training device representative of a multiengine Aeroplane, with a manufacturer's published VMC speed, may be used if used in accordance with a program approved for a training center.

5.13 Aircraft and Equipment Requirements for the Skills Test.

The applicant is required to provide an appropriate and airworthy aircraft for the skill test. Its operating limitations must not prohibit the TASKS required on the skill test. Flight instruments are those required for controlling the aircraft without outside references. The aircraft must have radio equipment for communications with air traffic control and the performance of instrument approach procedures. If the aircraft/flight training device/flight simulator has a GPS properly installed, the applicant must demonstrate GPS approach proficiency.

NOTE: The skill test must be performed in actual or simulated instrument conditions; unless the skill test cannot be accomplished under instrument flight rules because the aircraft's type licence makes the aircraft incapable of operating under instrument flight rules.

5.14 Use of CAASL- Approved Flight Simulator or Flight Training Device

In the AREA OF OPERATION labelled "PREFLIGHT PREPARATION," the TASKS are knowledge only. These TASKS do not require the use of a flight training device (FTD), flight simulator, or an aircraft to accomplish, but they may be used.

Each in-flight maneuver or procedure must be performed by the applicant in an FTD, flight simulator, or an aircraft. The CAASL shall approve the maneuvers or procedures that may be accomplished in an FTD or flight simulator required by this skill test standard. The level of FTD or flight simulator required for each maneuvers or procedure will be determined by the CAASL.

When accomplished in an aircraft, certain TASK elements may be accomplished through "simulated" actions in the interest of safety and practicality, but when accomplished in an FTD or flight simulator, these same actions would not be "simulated." For example, when in an aircraft, a simulated engine fire may be addressed by retarding the throttle to idle, simulating the shutdown of the engine, simulating the discharge of the fire suppression agent, and simulating the disconnection of associated electrics, hydraulics, pneumatics, etc.

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However, when the same emergency condition is addressed in an FTD or a flight simulator, all TASK elements must be accomplished as would be expected under actual circumstances. Similarly, safety of flight precautions taken in the aircraft for the accomplishment of a specific maneuvers or procedure (such as limiting altitude in an approach to stall, setting maximum airspeed for a rejected takeoff) need not be taken when an FTD or a flight simulator is used.

It is important to understand that whether accomplished in an FTD, a flight simulator, or the aircraft, all TASKS and TASK elements for each maneuver or procedure will have the same performance criteria applied for determination of overall satisfactory performance.

5.15 Flight Test Examiner Responsibility.

The Flight Test Examiner who conducts the skill test is responsible for determining that the applicant meets the standards outlined in the Objective of each TASK within the AREAS OF OPERATION, in the skill test standard. The FTE shall meet this responsibility by determining that the applicant's knowledge and skill meet the Objective in all required TASKS.

The equipment examination must be closely coordinated and related to the flight portion of the skill test, but must not be given during the flight portion of the skill test. The equipment examination should be administered prior (it may be the same day) to the flight portion of the skill test. The FTE may accept written evidence of the equipment exam if the exam is approved by the DGCA and administered by an individual authorized by the DGCA. The FTE shall use whatever means deemed suitable to determine that the applicant's equipment knowledge meets the standard.

The AREAS OF OPERATION in Section 5 contain TASKS which include both "knowledge" and "skill" ELEMENTS. The FTE shall ask the applicant to perform the skill ELEMENTS. Knowledge ELEMENTS not evident in the demonstrated skills may be tested by questioning, at any time, during the flight event. Questioning in flight should be used judiciously so that safety is not jeopardized. Questions may be deferred until after the flight portion of the test is completed.

For aircraft requiring only one pilot, the FTE may not assist the applicant in the management of the aircraft, radio communications, tuning and identifying navigational equipment, and using navigation charts. If the FTE, other than a CAASL Inspector, is qualified and current in the specific make and model aircraft that is certified for two or more crewmembers, he or she may occupy a duty position. If the FTE occupies a duty position on an aircraft that requires two or more crewmembers, the examiner must fulfill the duties of that position. Moreover, when occupying a required duty position, the examiner shall perform crew resource management functions as briefed and requested by the applicant.

SAFETY OF FLIGHT shall be the prime consideration at all times. The examiner, applicant, and crew shall be constantly alert for other traffic.

5.16 Satisfactory Performance.

The ability of an applicant to safely perform the required TASKS is based on:

- a) Performing the TASKS specified in the AREAS OF OPERATION for the licence or rating sought within the approved standards;

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- b) Demonstrating mastery of the aircraft with the successful outcome of each TASK performed never seriously in doubt;
- c) Demonstrating satisfactory proficiency and competency within the approved standards and single-pilot competence if the aircraft is type licenced for single-pilot operations.
- d) Demonstrating sound judgment and crew resource management.

5.17 Unsatisfactory Performance.

Consistently exceeding tolerances stated in the TASK Objective, or failure to take prompt, corrective action when tolerances are exceeded is indicative of unsatisfactory performance. The tolerances represent the performance expected in good flying conditions. Any action, or lack thereof, by the applicant who requires corrective intervention by the examiner to maintain safe flight shall be disqualifying. If the applicant fails the skill test because of a special emphasis area, the Notice of Denial shall indicate the associated TASK. i.e.: AREA OF OPERATION IV, Approach to Stalls, failure to clear the area.

NOTE: It is vitally important that the applicant, safety pilot, and Flight Test Examiner use proper and effective scanning techniques to observe all other traffic in the area to ensure the area is clear therefore performing any maneuvers.

If, in the judgment of the Flight Test Examiner, the applicant's performance of any TASK is unsatisfactory, the associated AREA OF OPERATION is failed and therefore the skill test is failed. FTE shall not repeat TASKS that have been attempted and failed.

The FTE or applicant may discontinue the test at any time after the failure of a TASK, which makes the applicant ineligible for the licence or rating sought. The skill test will be continued only with the consent of the applicant. In such cases, it is usually better for the FTE to continue with the skill test to complete the other TASKS. If the FTE determines that the entire skill test must be repeated, the skill test should not be continued but should be terminated immediately. If the skill test is either continued or discontinued, the applicant is entitled to credit for those AREAS OF OPERATION satisfactorily performed, if the remainder of the skill test is completed within 60 days of when the skill test was discontinued. However, during the retest and at the discretion of the FTE, any AREA OF OPERATION may be re-evaluated including those previously passed. Whether the remaining parts of the skill test are continued or not after a failure, a notice of denial must be issued.

When the FTE determines that a TASK is incomplete, or the outcome uncertain, the FTE may require the applicant to repeat that TASK, or portions of that TASK. This provision has been made in the interest of fairness and does not mean that instruction or practice is permitted during the certification process.

When practical, the remaining TASKS of the skill test phase should be completed before repeating the questionable TASK. If the second attempt to perform a questionable TASK is not clearly satisfactory, the FTE shall consider it unsatisfactory.

If the skill test must be terminated for unsatisfactory performance and there are other AREAS OF OPERATION which have not been tested or still need to be repeated, a notice of denial shall be issued listing the specific AREAS OF OPERATION which have not been successfully completed or tested.

When a skill test is discontinued for reasons other than unsatisfactory performance (i.e., equipment failure, weather, illness), Application Form for Flight Crew Licence, rating, authorisation or validation certificate, and, if applicable, Application Form for Flight Crew Licence, Instrument Rating or Validation Certificate Knowledge Test, should be returned to the applicant. The FTE at that time should prepare, sign, and issue a Letter of Discontinuance to the applicant. The Letter of Discontinuance should identify the portions of the skill test that were successfully completed.

The applicant shall be advised that the Letter of Discontinuance must be presented to the FTE, to receive credit for the items successfully completed, when the skill test is resumed and made part of the certification file.

5.18 Recording Unsatisfactory Performance.

This skill test standard uses the terms "AREA OF OPERATION" and "TASK" to denote areas in which competency must be demonstrated. When a disapproval notice is issued, the FTE must record the applicant's unsatisfactory performance in terms of "AREA OF OPERATION" appropriate to the skill test conducted.

5.19 Crew Resource Management (CRM).

CRM ", refers to the effective use of all available resources; human resources, hardware, and information." Human resources ", includes all other groups routinely working with the cockpit crew (or pilot) who are involved in decisions that are required to operate a flight safely.

These groups include, but are not limited to: dispatchers, cabin crewmembers, maintenance personnel, and air traffic controllers." CRM is not a single TASK. CRM is a set of competencies that must be evident in all TASKS in this skill test standard as applied to the single pilot or the multi crew operation. CRM competencies, grouped into three clusters of observable behaviour, are:

a) COMMUNICATIONS PROCESS AND DECISIONS

- Briefing
- Inquiry/ Advocacy/ Assertiveness
- Self-Critique
- Communication with available personal resource
- Decision making

b) BUILDING AND MAINTAINANCE OF A FLIGHT PLAN

- Leadership/ Followership
- Interpersonal Relationship

c) WORKLOAD MANAGEMENT AND SITUATIONAL AWARENESS

- Preparation/Planning
- Vigilance
- Workload Distribution

- Distraction Avoidance
- Wake Turbulence Avoidance

CRM deficiencies almost always contribute to the unsatisfactory performance of a TASK. CRM evaluations are still largely subjective. Certain CRM competencies are well suited to objective evaluation. These are the CRM-related practices set forth in the aircraft manufacturer's or the operator's CAASL-approved operating or training manuals as explicit, required procedures. Those procedures may be associated with one or more TASKS in these skill test standards. Examples include required briefings, radio calls, and instrument approach callouts. The evaluator simply observes that the individual complies (or fails to comply) with requirements.

5.20 How the Examiner Applies CRM.

Flight Test Examiners are required to exercise proper CRM competencies in conducting tests, as well as expecting the same from applicants.

Pass/Fail judgments based solely on CRM issues must be carefully chosen since they may be entirely subjective. Those Pass/Fail judgments that are not subjective apply to CRM-related procedures in CAASL-approved operations manuals that must be accomplished, such as briefings to other crewmembers. In such cases, the operator (or the aircraft manufacturer) specifies what should be briefed and when the briefings should occur. The FTE may judge objectively whether the briefing requirement was or was not met. In those cases where the operator (or aircraft manufacturer) has not specified a briefing, the FTE shall require the applicant to brief the appropriate items from the following note. The FTE may then judge objectively whether the briefing requirement was or was not met.

NOTE: The majority of aviation accidents and incidents are due to resource management failures by the pilot/crew; fewer are due to technical failures. Each applicant shall give a crew briefing before each takeoff/departure and approach/landing. If the operator or aircraft manufacturer has not specified a briefing, the briefing shall cover the appropriate items, such as runway, SID/DP/STAR/FMSP/IAP, power settings, speeds, abnormal or emergency prior to or after reaching decision speed (i.e., V_1 , or V_{MC}), emergency return intentions, missed approach procedures, FAF, altitude at FAF, initial rate of descent, DNDH/MDA, time to missed approach, and what is expected of the other crewmembers during the takeoff/DP and approach/landing. If the first takeoff/departure and approach/landing briefings are satisfactory, the FTE may allow the applicant to brief only the changes, during the remainder of the flight.

5.21 Applicant's Use of Checklists.

Throughout the skill test, the applicant is evaluated on the use of an appropriate checklist. Proper use is dependent on the specific TASK being evaluated. The situation may be such that the use of the checklist, while accomplishing elements of an Objective, would be either unsafe or impractical, especially in a single-pilot operation. In this case, a review of the checklist after the elements have been accomplished would be appropriate. Use of a checklist should also consider visual scanning and division of attention at all times.

5.22 Use of Distractions during Skills Test.

Numerous studies indicate that many accidents have occurred when the pilot has been distracted during critical phases of flight. To evaluate the pilot's ability to utilize proper control technique

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while dividing attention both inside and outside the cockpit, the FTE shall cause a realistic distraction during the flight portion of the skill test to evaluate the applicant's ability to divide attention while maintaining safe flight.

5.23 Metric Convention Initiative.

To assist the pilots in understanding and using the metric measurement system, the skill test standard refers to the metric equivalent of various altitudes throughout. The inclusion of meters is intended to familiarize pilots with its use. The metric altimeter is arranged in 10-meter increments; therefore, when converting from feet to meters, the exact conversion, being too exact for practical purposes, is rounded to the nearest 10-meter increment.

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CHAPTER 6

6.0 PRIVATE PILOT LICENCE (PPL) – HELICOPTER

6.1 General

The following Private Pilot – Helicopter skills test standards (STS) guidance material has been prepared and published by the Civil Aviation Authority, Sri Lanka to establish the standards for Private Pilot Licence (PPL) skills test for the Helicopter category, single engine land classes. CAASL inspectors and the designated Flight Test Examiners shall conduct the following PPL skill test in compliance with the standard guidelines provided through the chapter 1 & 2 of this manual. Flight Test Examiners, Flight Training Instructors and the applicants should find these standards helpful when preparing for the flying tests

6.2 Purpose

The Civil Aviation Authority, Sri Lanka (CAASL) has developed this skill test guidance material as the standard that shall be used by CAASL inspectors and designated Flight Test Examiners when conducting private pilot - Helicopter skill tests. Flight instructors are expected to use this document when preparing applicants for skill tests. Applicants should be familiar with this document and refer to these standards during their training.

6.3 Discussion

The CAASL has developed this document as the standard that shall be used by CAASL inspectors and designated pilot examiners when conducting PPL (Helicopter) skill tests. The Terms, such as "shall" and "must" are directive in nature and when used in this document indicate that an action is mandatory. Guidance information is described in terms of "should" and "may" indicating the actions are desirable or permissive, but not mandatory. Should changes to the skill test standards in this module be required, they will be available on CAASL's web site and then later incorporated into a printed revision of this module which may be obtained at CAASL, Training Organization & Personnel Licensing Section.

6.4 Skills Test Standards Concept

The Flight Test Examiner Handbook specifies the AREAS OF OPERATION in which knowledge and skill must be demonstrated by the applicant before the issuance of a private pilot licence or rating. The FTE handbook provides the flexibility to permit the CAASL to publish skill test standards containing the AREAS OF OPERATION and specific TASKS in which pilot competency shall be demonstrated. The CAASL shall revise this module whenever it is determined that changes are needed in the interest of safety. Adherence to the provisions of the Civil Aviation Regulations and the skill test standards is mandatory for the evaluation of private pilot applicants.

6.4.1 Description

- a) This module contains the following Skill Test Standards for the Private Pilot- Helicopter skill test:
- b) Section one – Helicopter -Single-Engine Land

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- c) The Private Pilot- Helicopter Skill Test Standards includes the AREAS OF OPERATION and TASKS for the issuance of an initial private pilot licence Helicopter and for the addition of category ratings and/or class ratings to that licence.

6.5 Skills Test Standards Description

- a) Areas of Operation are phases of the skill test arranged in a logical sequence within each standard. They begin with Preflight Preparation and end with Post flight Procedures. The inspector or examiner, however, may conduct the skill test in any sequence that will result in a complete and efficient test; however the ground portion of the skill test shall be accomplished before the flight portion.
- b) Tasks are titles of knowledge areas, flight procedures, or maneuvers appropriate to an Area of Operation. The abbreviation(s) within parentheses immediately following a Task refer to the category and/or class aircraft appropriate to that Task. The meaning of each abbreviation is as follows.

- HSEL: Helicopter-Single-Engine Land

NOTE:

When administering a skill test based on section 1 and 2 of this handbook, the Tasks appropriate to the class of Helicopter (HSEL) used for the test shall be included in the plan of action. The absence of a class indicates the task is for all classes. NOTE is used to emphasize special considerations required in the Area of Operation or Task.

- c) The Objective lists the elements that must be satisfactorily performed to demonstrate competency in a Task. The Objective includes:
- Specifically what the applicant should be able to do;
 - Conditions under which the Task is to be performed; and
 - Acceptable performance standards.

6.6 Use of the Skills Test Standards

- a) The CAASL requires that all private pilot skill tests be conducted in accordance with the appropriate private pilot skill test standards (FTE Handbook) and the policies set forth in the FTE manual. Applicants shall be evaluated in all Tasks included in each Area of Operation of the appropriate skill test standard, unless otherwise noted.
- b) An applicant, who holds at least a private pilot licence seeking an additional Helicopter category rating and/or class rating at the private pilot level, shall be evaluated in the Areas of Operation and Tasks listed in the Additional Rating Task Table. At the discretion of the examiner, an evaluation of the applicant's competence in the remaining Areas of Operation and Tasks may be conducted.
- c) If the applicant holds two or more category or class ratings at the private level, and the ratings table indicates differing required Tasks, the "least restrictive" entry applies. For example, if

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"ALL" and "NONE" are indicated for one Area of Operation, the "NONE" entry applies. If "B" and "B, C" are indicated, the "B" entry applies. In preparation for each skill test, the examiner shall develop a written "plan of action." The "plan of action" shall include all Tasks in each Area of Operation, unless noted otherwise. If the elements in one Task have already been evaluated in another Task, they need not be repeated. For example, the "plan of action" need not include evaluating the applicant on complying with markings, signals, and clearances at the end of the flight, if that element was sufficiently observed at the beginning of the flight. Any Task selected for evaluation during a skill test shall be evaluated in its entirety. The examiner is not required to follow the precise order in which the Areas of Operation and Tasks appear in the handbook. The examiner may change the sequence or combine Tasks with similar Objectives to have an orderly and efficient flow of the skill test. For example, Radio Communications and ATS Light Signals may be combined with Traffic Patterns. The examiner's "plan of action" shall include the order and combination of Tasks to be demonstrated by the applicant in a manner that will result in an efficient and valid test.

- d) The examiner is expected to use good judgment in the performance of simulated emergency procedures. The use of the safest means for simulation is expected. Consideration must be given to local conditions, both meteorological and topographical, at the time of the test, as well as the applicant's workload, and the condition of the aircraft used. If the procedure being evaluated would jeopardize safety, it is expected that the applicant will simulate that portion of the maneuver
- e) Special Emphasis Areas. Examiners shall place special emphasis upon areas of aircraft operations considered critical to flight safety. Among these are:
 - Positive aircraft control;
 - Positive exchange of the flight controls procedure (who is flying the Helicopter);
 - Awareness for the Pilot induced hazardous conditions in helicopters
 - Collision avoidance;
 - Wake turbulence avoidance;
 - Runway incursion avoidance;
 - Controlled flight into terrain (CFIT);
 - Aeronautical decision making (ADM);
 - Checklist usage; and
 - Other areas deemed appropriate to any phase of the skill test.
- f) Although these areas may not be specifically addressed under each Task, they are essential to flight safety and will be evaluated during the skill test. In all instances, the applicant's actions will relate to the complete situation.

6.7 Private Pilot – Helicopter Skills Test Prerequisites

An applicant for the Private Pilot- Helicopter Skill Test is required by para 3.1.3 of Implementing Standards 051.

- a) Be at least 17 years of age;

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- b) Be able to read, speak, write, and understand the English language. If there is a doubt, use the PEL Handbook, English Language Skill Standards;
- c) Have passed the appropriate private pilot knowledge test since the beginning of the 24th month before the month in which he or she takes the skill test;
- d) Have satisfactorily accomplished the required training and obtained the aeronautical experience prescribed;
- e) Possess at least a current second class medical
- f) Have a letter of appointment issued by DGCA or his designated officer appointing the appropriate Flight Test Examiner. When assigned to conduct a skill test it is the responsibility of the individual examiner to ascertain himself the validity of his authorization and competency and recent experience of the type of the aircraft that is offered to him to conduct the examination.
- g) Have an endorsement from an authorised instructor certifying that the applicant has received and logged training time within 90 days preceding the date of application in preparation for the skill test, and is prepared for the skill test; and
- h) Also have an endorsement certifying that the applicant has demonstrated satisfactory knowledge of the subject areas in which the applicant was deficient on the airman knowledge test.

6.8 Aircraft and Equipment Required for the Skills Test

The private pilot- Helicopter applicant is required to provide an airworthy, licenced aircraft for use during the skill test. Furthermore the aircraft must:

- a) Be of National, foreign or military registry of the same category, class, and type, if applicable, for the licence and or rating for which the applicant is applying;
- b) Have fully functioning dual controls and
- c) Be capable of performing all Areas of Operation appropriate to the rating sought and have no operating limitations, which prohibit its use in any of the Areas of Operation, required for the skill test.

6.9 Flight Instructor Responsibility.

An appropriately rated flight instructor is responsible for training the private pilot applicant to acceptable standards in all subject matter areas, procedures, and maneuvers included in the Tasks within each Area of Operation in the appropriate private pilot skill test standard. Because of the impact of their teaching activities in developing safe, proficient pilots, flight instructors should exhibit a high level of knowledge, skill, and the ability to impart that knowledge and skill to students. Throughout the applicant's training, the flight instructor is responsible for emphasizing the performance of effective visual scanning and collision avoidance procedures.

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6.10 Flight Test Examiner Responsibility.

The examiner conducting the skill test is responsible for determining that the applicant meets the acceptable standards of knowledge and skill of each Task within the appropriate skill test standard. This is an ongoing process throughout the test. Oral questioning, to determine the applicant's knowledge of Tasks and related safety factors, should be used judiciously at all times, especially during the flight portion of the skill test. Examiners shall test to the greatest extent practicable the applicant's correlative abilities rather than mere rote enumeration of facts throughout the skill test. If the examiner determines that a Task is incomplete, or the outcome uncertain, the examiner may require the applicant to repeat that Task, or portions of that Task. This provision has been made in the interest of fairness and does not mean that instruction, practice, or the repeating of an unsatisfactory task is permitted during the licensing process. The remaining Tasks of the skill test phase should be completed before repeating the questionable Task. On multiengine skill tests where the failure of the most critical engine after liftoff is required, the examiner must give consideration to local atmospheric conditions, terrain, and type of aircraft used.

6.11 Satisfactory Performance.

Satisfactory performance to meet the requirements for licence issuance is based on the applicant's ability to safely:

- a) Perform the Tasks specified in the Areas Of Operation for the licence or rating sought within the approved standards;
- b) Demonstrate mastery of the aircraft with the successful outcome of each Task performed never seriously in doubt;
- c) Demonstrate satisfactory proficiency and competency within the approved standards;
- d) Demonstrate sound judgment; and
- e) Demonstrate single-pilot competence if the aircraft is type licenced for single-pilot operations.

6.12. Unsatisfactory Performance

The tolerances represent the performance expected in good flying conditions. If, in the judgment of the Flight Test Examiner, the applicant does not meet the standards of performance of any Task performed, the associated Area of Operation is failed and therefore, the skill test is failed.

The Flight Test Examiner or applicant may discontinue the test at any time when the failure of an Area of Operation makes the applicant ineligible for the licence or rating sought. The test may be continued ONLY with the consent of the applicant. If the test is discontinued, the applicant is entitled credit for only those Areas of Operation and their associated Tasks satisfactorily performed. However, during the retest, and at the discretion of the, any Task may be re- evaluated, including those previously passed.

Typical areas of unsatisfactory performance and grounds for disqualification are:

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- a) Any action or lack of action by the applicant that requires corrective intervention by the examiner to maintain safe flight
- b) Failure to use proper and effective visual scanning techniques to clear the area before and while performing maneuvers.
- c) Consistently exceeding tolerances stated in the Objectives.
- d) Failure to take prompt corrective action when tolerances are exceeded.

When a notice of denial is issued, the examiner shall record the applicant's unsatisfactory performance in terms of the Area of Operation and specific TASK(S) not meeting the standard appropriate to the skill test conducted. The Area(S) Of Operation/Task(S) not tested and the number of skill test failures shall also be recorded. If the applicant fails the skill test because of a special emphasis area, the Notice of Denial shall indicate the associated task. i. e.: Area of Operation VIII, Maneuvering During Slow Flight, failure to use proper collision avoidance procedures.

6.13 Crew Resource Management (CRM)

CRM refers to the effective use of all available resources: human resources, hardware, and information. Human resources include all groups routinely working with the cockpit crew or pilot who are involved with decisions that are required to operate a flight safely. These groups include, but are not limited to flight operations officers/dispatchers, cabin crewmembers, maintenance personnel, air traffic controllers, and weather services. CRM is not a single Task, but a set of competencies that must be evident in all Tasks in this skill test standard as applied to either single pilot operations or crew.

6.14 Applicant's Use of Checklists

Throughout the skill test, the applicant is evaluated on the use of an appropriate checklist. Proper use is dependent on the specific Task being evaluated. The situation may be such that the use of the checklist, while accomplishing elements of an Objective, would be unsafe, especially in a single-pilot operation. In this case, a review of the checklist after the elements have been accomplished would be appropriate. Division of attention and proper visual scanning should be considered when using a checklist.

6.15 Use of Distractions during Skills Test

Numerous studies indicate that many accidents have occurred when the pilot has been distracted during critical phases of flight. To evaluate the applicant's ability to utilize proper control technique while dividing attention both inside and/or outside the cockpit, the Flight Test Examiner shall cause realistic distractions during the flight portion of the skill test to evaluate the applicant's ability to divide attention while maintaining safe flight.

6.16 Positive Exchange of Flight Controls

During flight examination there must always be a clear understanding between students and Flight Test Examiner (s) of who has control of the aircraft. Prior to flight, a briefing should be conducted that includes the procedure for the exchange of flight controls. A positive three- step process in the exchange of flight controls between pilots is a proven procedure and one that is strongly

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recommended. When the FTE wishes the student to take control of the aircraft, he or she will say, "You have the flight controls." The student acknowledges immediately by saying, "I have the flight controls." The FTE again says, "You have the flight controls." When control is returned to the FTE the same procedure should be followed. A visual check is recommended to verify that the exchange has occurred. There should never be any doubt as to who is flying the aircraft.

6.17 Metric Convention Initiative

To assist pilots in understanding and using the metric measurement system, the skill test standards refer to the metric equivalent of various altitudes throughout. The inclusion of meters is intended to familiarize pilots with its use. The metric altimeter is arranged in 10 meter increments; therefore, when converting from feet to meters, the exact conversion, being too exact for skill purposes, is rounded to the nearest 10 meter increment or even altitude as necessary.

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CHAPTER 7

7.0 COMMERCIAL PILOT LICENCE (CPL) – Helicopter

7.1 General:

The following Commercial Pilot – Helicopter skills test standards (STS) guidance material has been prepared and published by the Civil Aviation Authority, Sri Lanka to establish the standards for Commercial Pilot Licence (CPL) skills test for the Helicopter category, single engine land and multiengine land and sea classes. CAASL inspectors and the designated Flight Test Examiners shall conduct the following CPL skill test in compliance with the standard guidelines provided through the chapter 1 & 2 of this manual. The Flight Test Examiners, Flight Training Instructors and the applicants should find these standards helpful when preparing for the flying tests.

7.2 Purpose

The Civil Aviation Authority, Sri Lanka (CAASL) has developed this skill test guidance material as the standard that shall be used by CAASL inspectors and designated Flight Test Examiners when conducting Commercial Pilot - Helicopter skill tests. Flight instructors are expected to use this document when preparing applicants for skill tests. Applicants should be familiar with this document and refer to these standards during their training

7.3 Discussion:


The CAASL has developed this document as the standard that shall be used by CAASL inspectors and designated Flight Test Examiners when conducting commercial pilot- Helicopter skill tests. Flight instructors are expected to use this document when preparing applicants for skill tests. Applicants should be familiar with this document and refer to these standards during their training.

Information considered directive in nature is described in this skill test document in terms, such as "shall" and "must" indicating the actions are mandatory. Guidance information is described in terms, such as "should" and "may" indicating the actions are desirable or permissive, but not mandatory.

Should changes to the skill test standards in this module be required, they will be available on CAASL's website and then later incorporated into a printed revision of this module which may be obtained at any CAASL Personnel Licensing (PEL) Department.

7.4 Skill Test Standards Concept

FTE Handbook specifies the AREAS OF OPERATION in which knowledge and skill must be demonstrated by the applicant before the issuance of a commercial pilot licence or rating. The FTE Handbook provides the flexibility to permit the CAASL to publish skill test standards containing the AREAS OF OPERATION and specific TASKS in which pilot competency shall be demonstrated. The CAASL shall revise this module whenever it is determined that changes are needed in the interest of safety. Adherence to the provisions of the Civil Aviation Regulations and the skill test standards is mandatory for the evaluation of private pilot applicants.

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7.5 Skill Test Document Description

The Commercial Pilot Skill test Standards- Helicopter includes the AREAS OF OPERATION and TASKs for the issuance of an initial CPL and for the addition of category ratings and/or class ratings to that licence.

7.6 Skill Test Standard Description

- a) AREAS OF OPERATION are phases of the skill test arranged in a logical sequence within each standard. They begin with Preflight Preparation and end with Post flight Procedures. The examiner, however, may conduct the skill test in any sequence that will result in a complete and efficient test; however, the ground portion of the skill test shall be accomplished before the flight portion.
- b) TASKs are titles of knowledge areas, flight procedures, or maneuvers appropriate to an AREA OF OPERATION. The abbreviation(s) within parentheses immediately following a TASK refer to the category and/or class aircraft appropriate to that TASK. The meaning of each abbreviation is as follows.
 - HSEL Helicopter -Single-Engine Land.
 - HMEL Helicopter –Multi-engine Land.

NOTE: When administering a test based on sections 3 of this STS, the TASKs appropriate to the class Helicopter (HSEL, HMEL) used for the test shall be included in the plan of action. The absence of a class indicates the TASK is for all classes.

NOTE is used to emphasize special considerations required in the AREA OF OPERATION or TASK.

- c) The Objective lists the elements that must be satisfactorily performed to demonstrate competency in a TASK. The Objective includes:
 - Specifically what the applicant should be able to do;
 - Conditions under which the TASK is to be performed; and
 - Acceptable performance standards.

7.7 Use of Skill Test Standards

- a) The CAASL requires that all commercial pilot skill tests be conducted in accordance with the appropriate commercial skill test standards and the policies set forth in the FTE Handbook of the manual. Applicants shall be evaluated in ALL TASKs included in each AREA OF OPERATION of the appropriate skill test standard, unless otherwise noted.
- b) An applicant, who holds at least a CPL seeking an additional Helicopter category rating and/or class rating at the commercial pilot level, shall be evaluated in the AREAS OF OPERATION and TASKs.

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- c) Listed in the Additional Rating Task Table. At the discretion of the examiner, an evaluation of the applicant's competence in the remaining AREAS OF OPERATION and TASKs may be conducted.
- d) If the applicant holds two or more category or class ratings at least at the commercial level, and the ratings table indicates differing required TASKs, the "least restrictive" entry applies. For example, if "ALL" and "NONE" are indicated for one AREA OF OPERATION, the "NONE" entry applies. If "B" and "B, C" are indicated, the "B" entry applies.
- e) In preparation for each skill test, the examiner shall develop a written "plan of action." The "plan of action" shall include all TASKs in each AREA OF OPERATION, unless noted otherwise. If the elements in one TASK have already been evaluated in another TASK, they need not be repeated. For example, the "plan of action" need not include evaluating the applicant on complying with markings, signals, and clearances at the end of the flight, if that element was sufficiently observed at the beginning of the flight. Any TASK selected for evaluation during a skill test shall be evaluated in its entirety.
- f) The examiner is not required to follow the precise order in which the AREAS OF OPERATION and TASKs appear in this document. The examiner may change the sequence or combine TASKs with similar Objectives to have an orderly and efficient flow of the skill test. For example, Radio Communications and ATC Light Signals may be combined with Traffic Patterns. The examiner's "plan of action" shall include the order and combination of TASKs to be demonstrated by the applicant in a manner that will result in an efficient and valid test.
- g) The examiner is expected to use good judgment in the performance of simulated emergency procedures. The use of the safest means for simulation is expected. Consideration must be given to local conditions, both meteorological and topographical, at the time of the test, as well as the applicant's workload, and the condition of the aircraft used. If the procedure being evaluated would jeopardize safety, it is expected that the applicant will simulate that portion of the maneuver.

7.8 Special Emphasis Areas

- a) Examiners shall place special emphasis upon areas of aircraft operations considered critical to flight safety. Among these are:
 - Positive aircraft control;
 - Positive exchange of the flight controls procedure (who is flying the Helicopter);
 - Awareness for the Pilot induced hazardous conditions in helicopters
 - Collision avoidance;
 - Wake turbulence avoidance;
 - Runway incursion avoidance;
 - Controlled flight into terrain (CFIT);
 - Aeronautical decision making (ADM);
 - Checklist usage ; and
 - Other areas deemed appropriate to any of the skill test.

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- b) Although these areas may not be specifically addressed under each TASK, they are essential to flight safety and will be evaluated during the skill test. In all instances, the applicant's actions will relate to the complete situation.
- c) Removal of the " Helicopter Multiengine VFR Only" Limitation
- d) The removal of the "Helicopter Multiengine VFR Only" limitation, at the CPL level, requires an applicant to satisfactorily perform the following AREAS OF OPERATION and TASKs from the commercial AMEL and AMES STS in a manufacturer's published V_{MC} speed.

7.9 Commercial Pilot – Helicopter Skill Test Prerequisites

An applicant for the Commercial Pilot- Helicopter Skill test is required by para 4.1.3 of IS 51:

- a) Be at least 18 years of age;
- b) Be able to read, speak, write, and understand the English language.
- c) Possess a private pilot licence with an Helicopter rating, if a CPL with a Helicopter rating is sought,
- d) Have a letter of appointment issued by DGCA or his designated officer appointing the appropriate Flight Test Examiner. When assigned to conduct a skill test it is the responsibility of the individual examiner to ascertain himself the validity of his authorization and competency and recent experience of the type of the aircraft that is offered to him to conduct the examination.
- e) Have passed the appropriate commercial pilot knowledge test since the beginning of the 36th month before the month in which he or she takes the skill test;
- f) Have satisfactorily accomplished the required training and obtained the aeronautical experience prescribed;
- g) Possess a current class one medical;
- h) Have an endorsement from an authorised instructor certifying that the applicant has received and logged training time within 90 days preceding the date of application in preparation for the skill test, and is prepared for the skill test; and
- i) Also have an endorsement certifying that the applicant has demonstrated satisfactory knowledge of the subject areas in which the applicant was deficient on the airman knowledge test or any other area of knowledge applicable to the issuance of licence.

7.10 Aircraft and Equipment Required for the Skills Test

The commercial pilot- Helicopter applicant is required by to provide an airworthy, licenced Helicopter for use during the skill test. This section further requires that the aircraft must:

- a) Be of National, foreign or military registry of the same category, class, and type, if applicable, for the licence and/or rating for which the applicant is applying;

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- b) Have fully functioning dual controls and be capable of performing all AREAS OF OPERATION appropriate to the rating sought and have no operating limitations which prohibit its use in any of the AREAS OF OPERATION required for the skill test; and

Use of CAASL Approved Synthetic Flight Trainers / Instructors

- a) An applicant for a commercial pilot - Helicopter licence may be authorised to use a synthetic flight trainer' approved by the Licencing Authority to complete certain flight TASK requirements listed in this manual. An applicant seeking an added rating to a commercial pilot licence may also use a qualified, approved and appropriate synthetic flight trainer to complete certain flight task requirements in accordance with FTE Handbook of this manual.
- b) Flight Test Examiners conducting CPL- Helicopter skill tests with synthetic flight trainers shall consult appropriate CAASL documentation to ensure that the specific synthetic flight trainer has been approved for training, testing, or checking. Documentation for each synthetic flight trainer should reflect at least the following:
 - The synthetic flight trainer has been evaluated and approved by the DGCA and determined to be appropriate for testing on specifically identified skill test tasks.
 - The synthetic flight trainer shall continue to be suitable for testing specific skill test tasks through continuing evaluations conducted by the DGCA.
 - The synthetic flight trainer shall continue to support the level of student or applicant performance required by this STS.
- c) The description and objective of each TASK as listed in the body of this STS, including all notes, shall be incorporated into the synthetic flight trainer approval document.
- d) An appropriate class Helicopter may be required to complete the remaining flight TASKs of a skill test. When flight TASKs are accomplished in an aircraft, certain TASK elements may be accomplished through "simulated" actions in the interest of safety and practicality, but when accomplished in a synthetic flight trainer, these same actions would not be "simulated."
- e) For example, when in an aircraft, a simulated engine fire may be addressed by retarding the throttle to idle, simulating the shutdown of the engine, simulating the discharge of the fire suppression agent, if applicable, simulating the disconnect of associated electrical, hydraulic, and pneumatics systems, etc. However, when the same emergency condition is addressed in a synthetic flight, all TASK elements must be accomplished as would be expected under actual circumstances.
- f) Similarly, safety of flight precautions taken in the aircraft for the accomplishment of a specific maneuver or procedure (such as limiting altitude in an approach to stall or setting maximum airspeed for an engine failure expected to result in a rejected takeoff) need not be taken when a synthetic flight trainer is used.
- g) It is important to understand that whether accomplished in an aircraft or synthetic flight trainer, all TASKs and elements for each maneuver or procedure shall have the same performance standards applied equally for determination of overall satisfactory performance.

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- h) Synthetic trainers as defined by ICAO Annex 1, Personnel Licensing, are any one of the following three types of apparatus in which flight conditions are simulated on the ground: A Flight Simulator, a Flight Procedures Trainer or a Basic Instrument Flight Trainer.

7.11 Flight Instructor Responsibility

- a) An appropriately rated flight instructor is responsible for training the commercial pilot applicant to acceptable standards in all subject matter areas, procedures, and maneuvers included in the TASKs within each AREA OF OPERATION in the appropriate commercial pilot skill test standard.
- b) Because of the impact of their teaching activities in developing safe, proficient pilots, flight instructors should exhibit a high level of knowledge, skill, and the ability to impart that knowledge and skill to students.
- c) Throughout the applicant's training, the flight instructor is responsible for emphasizing the performance of effective visual scanning and collision avoidance procedures.

7.12 Examiner Responsibility:

- a) The examiner conducting the skill test is responsible for determining that the applicant meets the acceptable standards of knowledge and skill of each TASK within the appropriate skill test standard. This is an ongoing process throughout the test. Oral questioning, to determine the applicant's knowledge of TASKs and related safety factors, should be used judiciously at all times, especially during the flight portion of the skill test. Examiners shall test to the greatest extent practicable the applicant's correlative abilities rather than mere rote enumeration of facts throughout the skill test. If the examiner determines that a TASK is incomplete, or the outcome uncertain, the examiner may require the applicant to repeat that TASK, or portions of that TASK. This provision has been made in the interest of fairness and does not mean that instruction, practice, or the repeating of an unsatisfactory task is permitted during the skill test process. When practical, the remaining TASKs of the skill test phase should be completed before repeating the questionable TASK.
- b) On multiengine skill tests where the failure of the most critical engine after lift off is required, the examiner must give consideration to local atmospheric conditions, terrain, and type of aircraft used.
- c) Throughout the flight portion of the skill test, the examiner shall evaluate the applicant's use of visual scanning and collision avoidance procedures.

7.13 Satisfactory Performance

Satisfactory performance to meet the requirements for licencing is based on the applicant's ability to safely:

- a) Perform the TASKs specified in the AREAS OF OPERATION for the licence or rating sought within the approved standards;

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- b) Demonstrate mastery of the aircraft with the successful outcome of each TASK performed never seriously in doubt;
- c) Demonstrate satisfactory proficiency and competency within the approved standards;
- d) Demonstrate sound judgment; an
- e) Demonstrate single-pilot competence if the aircraft is type licenced for single-pilot operations.

7.14. Unsatisfactory Performance:

- a) The tolerances represent the performance expected in good flying conditions. If, in the judgment of the examiner, the applicant does not meet the standards of performance of any TASK performed, the associated AREA OF OPERATION is failed and therefore, the skill test is failed.
- b) The examiner or applicant may discontinue the test at any time when the failure of an AREA OF OPERATION makes the applicant ineligible for the licence or rating sought. The test may be continued ONLY with the consent of the applicant. If the test is discontinued, the applicant is entitled credit for only those AREAS OF OPERATION and their associated TASKs satisfactorily performed. However, during the retest, and at the discretion of the examiner, any TASK may be re-evaluated, including those previously passed.
- c) Typical areas of unsatisfactory performance and grounds for disqualification are:
 - Any action or lack of action by the applicant that requires corrective intervention by the examiner to maintain safe flight.
 - Failure to use proper and effective visual scanning techniques to clear the area before and while performing maneuvers.
 - Consistently exceeding tolerances stated in the Objectives.
 - Failure to take prompt corrective action when tolerances are exceeded.
- d) When a notice of denial is issued, the examiner shall record the applicant's unsatisfactory performance in terms of the AREA OF OPERATION and specific TASK(s) not meeting the standard appropriate to skill test conducted. The AREA(s) OF OPERATION/TASK(s) not tested and the number of skill test failures shall also be recorded. If the applicant fails the skill test because of a special emphasis area, the Notice of Disapproval shall indicate the associated task. i. e.: AREA OF OPERATION VIII, Maneuvering During Slow Flight, failure to use proper collision avoidance procedures.

7.15 Crew Resource Management (CRM):

CRM refers to the effective use of all available resources: human resources, hardware, and information. Human resources include all groups routinely working with the cockpit crew or pilot who are involved with decisions that are required to operate a flight safely. These groups include, but are not limited to dispatchers, cabin crewmembers, maintenance personnel, air traffic controllers, and weather services. CRM is not a single TASK, but a set of competencies that must be evident in all TASKs in this skill test standard as applied to either single pilot operations or crew.

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7.16 Applicant's Use of Checklists

Throughout the skill test, the applicant is evaluated on the use of an appropriate checklist. Proper use is dependent on the specific TASK being evaluated. The situation may be such that the use of the checklist, while accomplishing elements of an Objective, would be either unsafe or impractical, especially in a single-pilot operation. In this case, a review of the checklist after the elements have been accomplished would be appropriate. Division of attention and proper visual scanning should be considered when using a checklist.

7.17 Use of Distractions During Skills Test:

Numerous studies indicate that many accidents have occurred when the pilot has been distracted during critical phases of flight. To evaluate the applicant's ability to utilize proper control technique while dividing attention both inside and/or outside the cockpit, the examiner shall cause realistic distractions during the flight portion of the skill test to evaluate the applicant's ability to divide attention while maintaining safe flight.

7.18. Positive Exchange of Flight Controls:

During flight training, there must always be a clear understanding between students and flight instructors of who has control of the aircraft. Prior to flight, a briefing should be conducted that includes the procedure for the exchange of flight controls. A positive three-step process in the exchange of flight controls between pilots is a proven procedure and one that is strongly recommended.

When the instructor wishes the student to take control of the aircraft, he or she will say, "You have the flight controls." The student acknowledges immediately by saying, "I have the flight controls." The flight instructor again says, "You have the flight controls." When control is returned to the instructor, follow the same procedure. A visual check is recommended to verify that the exchange has occurred. There should never be any doubt as to who is flying the aircraft.

7.19 Metric Convention Initiative:

To assist pilots in understanding and using the metric measurement system, the skill test standards refer to the metric equivalent of various altitudes throughout. The inclusion of meters is intended to familiarize pilots with its use. The metric altimeter is arranged in 10 meter increments; therefore, when converting from feet to meters, the exact conversion, being too exact for practical purposes, is rounded to the nearest 10 meter increment or even altitude as necessary.

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CHAPTER 8

8.0 AIRLINE TRANSPORT PILOT LICENCE (Helicopter)

8.1 General

The following Airline Transport Pilot – Helicopter skills test standards (STS) guidance material has been prepared and published by the Civil Aviation Authority, Sri Lanka to establish the standards for airline transport pilot licence (ATPL) skills test standards for the Helicopter category. The CAASL inspectors and the designated Flight Test Examiners shall conduct the following ATPL skill test in compliance with the standard guidelines provided through the Chapter 1& 2 of this manual. The Flight Test Examiners, Flight Training Instructors and the applicants should find these standards helpful when preparing for the skills test required under the CAASL.

8.2 Purpose:

The Civil Aviation Authority, Sri Lanka (CAASL) has developed this skill test Model as the standard that shall be used by CAASL inspectors and designated Flight Test Examiners when conducting Airline Transport Pilot Licence - Helicopter skill tests. Flight instructors are expected to use this document when preparing applicants for skill tests. Applicants should be familiar with this document and refer to these standards during their training.

8.3 Discussion:

The Civil Aviation Authority (CAASL) has developed this document as the standard that shall be used by CAASL inspectors and designated Flight Test Examiners when conducting ATPL - Helicopter skill tests. Flight Instructors are expected to use this document when preparing applicants for skill tests. Applicants should be familiar with this document and refer to these standards during their training.

Information considered directive in nature is described in this skill test standard in terms, such as "shall" and "must" indicating the actions are mandatory. Guidance information is described in terms, such as "should" and "may" indicating the actions are desirable or permissive but not mandatory. This skill test standard may be downloaded from the CAASL's website.

Should changes to the skill test standards in this module be required, they will be available on CAASL's website and then later incorporated into a printed revision of this module which may be obtained at any CAASL Personnel Licencing (PEL) Department.

8.4 Skill Test Standard Concept:

- a) FTE handbook section 1, 2, 3 and 4 of the manual specifies the areas in which knowledge and skills must be demonstrated by the applicant before the issuance of an airline transport pilot licence-Helicopter. These chapters provide the flexibility to permit the CAASL to publish skill test standards (STS) containing specific TASKS in which pilot competency must be demonstrated.
- b) The CAASL will revise this document whenever it is determined that changes are needed in the interest of safety. Adherence to provisions of the regulations and the STS is mandatory for the evaluation of pilot applicants.

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- c) For some helicopter types, provisions of CAASL documents may specify details as to how STS apply to certain maneuvers, TASKS, procedures or knowledge areas. Flight proficiency for certification of airmen is demonstrated when the maneuvers and procedures required for the issuance of a type rating for a specific Helicopters are accomplished satisfactorily. Type rating requirements may be determined through this document and Flight Manual. Unless the Director General, Civil Aviation Authority (DGCA) requires certain or all TASKS to be performed, the Flight Test Examiner who conducts the skill test for an airline transport pilot licence or added rating may waive any of the TASKS for which the DGCA approves waiver authority.
- d) For those crewmembers employed by air carriers, and those CAASL personnel assigned to air carriers, the DGCA provides waiver discretion to the check airman (also a qualified Flight Test Examiner), or the CAASL inspector conducting the check, for the following maneuvers/procedures.
 - Area arrival or area departure, but not both.
 - Holding.
 - Second non precision approach.
 - Steep turns.
 - Specific flight characteristics.

Waiver authority requires that the applicant is trained to proficiency in all five maneuvers/procedures in the operator's CAASL -approved training program.

NOTE: Pilots employed by an air operator licence holder, whose manual prohibits a circling approach when the weather is below 1,000 feet and 3 miles' visibility are not required to be checked on the circling approach and landing from a circling approach. Airline transport pilot and aircraft type rating licences issued without training and checking in the circling maneuver will be annotated "CIRC. APCH. VMC ONLY." This restriction may be removed when the circling approach is satisfactorily demonstrated to a designated examiner (also a check airman), or CAASL inspector, in the appropriate type Helicopters.

8.5 Skill Test Description

- a. This skill test contains the Airline Transport Pilot and Aircraft Type Rating Skill test standards-Helicopters.
- b. The Airline Transport Pilot and Aircraft Type Rating Skill test standards- Helicopters includes AREAS OF OPERATION and TASKS for the initial issuance of an airline transport pilot licence and for the addition of category, class, and aircraft type ratings to that licence.
- c. The AREAS OF OPERATION are divided into two sections. The first AREA OF OPERATION in each section is conducted on the ground to determine the applicant's knowledge of the aircraft, equipment, performance, and limitations. The eight AREAS OF OPERATION in the second section are considered to be in flight. All eight AREAS OF OPERATION in the second section test the applicant's skill and knowledge. If all TASKS, of the skill test, are not completed on one date, all remaining TASKS of the test must be satisfactorily completed not more than 60 calendar days after the date on which the applicant began the test.

- d. AREAS OF OPERATION are phases of the skill test arranged in a logical sequence within each standard. They begin with preflight preparation and end with post flight procedures. The examiner may combine TASKS with similar objectives and conduct the skill test in any sequence that will result in a complete and efficient test.
- e. TASKS are titles of knowledge areas, flight procedures, or maneuvers appropriate to an AREA OF OPERATION.
- f. NOTE is used to emphasize special considerations required in the AREA OF OPERATION.
- g. The Objective lists the important ELEMENTS that must be satisfactorily performed to demonstrate competency in a TASK. The Objective includes:
 - Specifically what the applicant should be able to do;
 - The conditions under which the TASK is to be performed; and
 - The acceptable standards of performance.

8.6 Use of Skill Test Standards.

- a) The TASKS, in the FTE Handbook, are for Helicopters. These TASKS apply to the applicant who seeks an airline transport pilot licence; the addition of a category, class, or aircraft type rating on that licence. The applicant that holds a private or commercial pilot licence and is seeking the addition of an aircraft type rating on that licence, must have the proper category/class rating or accomplish the appropriate TASKS in the private/commercial pilot STS, which are not in this FTE Handbook.
- b) With certain exceptions, some described by NOTES, all TASKS are required. However, when a particular ELEMENT is not appropriate to the aircraft or its equipment, that ELEMENT, at the discretion of the examiner, may be omitted. Examples of ELEMENT exceptions are integrated flight systems for aircraft not so equipped, operation of landing gear in fixed gear aircraft, multiengine tasks in single-engine aircraft, or other situations where the aircraft operation is not compatible with the requirement of the ELEMENT.
- c) Examiners must develop a written plan of action that includes the order and combination of TASKS to be demonstrated by the applicant in a manner that results in an efficient and valid test. Although TASKS with similar Objectives may be combined to conserve time, the Objectives of all TASKS must be demonstrated and evaluated at some time during the skill test. It is of utmost importance that the examiner accurately evaluates the applicant's ability to perform safely as a pilot in the National Airspace System. The examiner may simulate/act as air traffic control (ATC) while conducting the skill test.

8.7 Special Emphasis Area.

The FTE shall place special emphasis upon areas of aircraft operations considered critical to flight safety. Among these are positive aircraft control, positive exchange of the flight controls procedure (who is flying the aircraft), collision avoidance, wake turbulence avoidance, use of available automation, land and hold short operations (LAHSO), communication management, runway incursion, controlled flight into terrain (CFIT), crew resource management (CRM),

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aeronautical decision making (ADM), and other areas deemed appropriate to any phase of the skill test. Although these areas may not be specifically addressed under each TASK, they are essential to flight safety and will be critically evaluated during the skill test. In all instances, the applicant's actions will relate to the complete situation.

The examiner's role regarding ATC, crew resource management, and the duties and responsibilities of the examiner through all phases of the skill test must be explained to and understood by the applicant, prior to the test.

8.8 Skill Test Prerequisites: Airline Transport Pilot (ATPL)

An applicant for the original issuance of an airline transport pilot licence is required (prior to the skill test) to:

- a) Have passed the appropriate airline transport pilot knowledge test within 05 years before the date of the skill test;
- b) Have the aeronautical experience, that apply to the aircraft category and class rating;
- c) Have a class 1 medical
- d) Be at least 21 years of age; and
- e) Be able to read, speak, write, and understand the English language. If there is a doubt, use the English Language Skill Standards document.
- f) Have a letter of appointment issued by DGCA or his designated officer appointing the appropriate Flight Test Examiner. When assigned to conduct a skill test it is the responsibility of the individual examiner to ascertain himself the validity of his authorization and competency and recent experience of the type of the aircraft that is offered to him to conduct the examination.

8.9 Skill Test Prerequisites. Aircraft Type Rating

An applicant for a type rating in Helicopters is required to have:

- a) The applicable experience;
- b) A class 1 medical
- c) The appropriate category and class rating, or accomplish the appropriate TASKS in the private/commercial pilot of the FTE Handbook;
- d) Received and logged ground training from an authorised ground or flight instructor and flight training from an authorised flight instructor, on the AREAS OF OPERATION in this skill test standard that apply to the aircraft type rating sought; and
- e) Received a log document endorsement from the instructor who conducted the training, certifying that the applicant completed all the training on the AREAS OF OPERATION in this skill test standard that apply to the aircraft type rating sought.

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If the applicant is an employee of an AOC holder, the applicant may present a training record that shows the satisfactory completion of that licence holder's approved pilot in command training program for the aircraft type rating sought, instead of the requirements of d and e above.

An applicant who holds the private pilot or limited commercial pilot licence is required to have passed the appropriate instrument rating knowledge test since the beginning of the 24th month before the skill test is taken if the test is for the concurrent issuance of an instrument rating and an aircraft type rating.

If an applicant is taking a skill test for the issuance of a private or commercial pilot licence with an Helicopters rating, in an aircraft that requires a type rating, private pilot skill test standards or commercial pilot skill test standards, as appropriate to the licence, should be used in conjunction with this STS in the FTE Handbook. Also, the current instrument rating skill test standard should be used in conjunction with this STS if the applicant is concurrently taking a skill test for the issuance of an instrument rating and a type rating. The TASKS that are in the private pilot, commercial pilot, or instrument rating STS (and not in this STS) must be accomplished.

8.10 Helicopter Type Ratings Limited VFR

Pilot applicants who wish to add a type rating, limited to VFR, to their licence must take a skill test that includes the following items,

Section one: PREFLIGHT PREPARATION

I.AREA OF OPERATION: PREFLIGHT PREPARATION.

- Equipment examination.
- Performance and limitations

Section Two: PREFLIGHT PROCEDURES, INFLIGHT MANOEUVRES, AND POSTFLIGHT PROCEDURES

II.AREA OF OPERATION: PREFLIGHT PROCEDURES


- Preflight inspection.
- Power plant start.
- Taxiing.
- Pre takeoff checks.

III. AREA OF OPERATION: TAKEOFF AND DEPARTURE PHASE

- Normal and advance transitions
- Eng failure during takeoff before and after CDP.
- Rejected takeoff.

IV. AREA OF OPERATION: INFLIGHT MANOEUVRES.

- Steep turns.
- Power plant failure-multiengine helicopter.
- Power plant failure-single-engine helicopter.

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- Recovery from unusual attitudes.
- Settling-with-power

V. AREA OF OPERATION: INSTRUMENT PROCEDURES.

(Not applicable)

VI. AREAS OF OPERATION: LANDINGS AND APPROACHES TO LANDINGS.

- Normal and advance transitions.
- Approach and landing with simulated Eng failure before and after LDP - multiengine helicopter.
- Rejected landing.

VII. AREA OF OPERATION: NORMAL AND ABNORMAL PROCEDURES.

VIII. AREA OF OPERATION: EMERGENCY PROCEDURES.

IX. AREA OF OPERATION: POSTFLIGHT PROCEDURES.

- After-landing procedures.
- Parking and securing.

8.11 Helicopter and Equipment Requirements for the Practical Test

The applicant is required to provide an appropriate and airworthy helicopter for the practical test. Its operating limitations must not prohibit the TASKS required on the practical test. Flight instruments are those required for controlling the aircraft without outside references. The aircraft must have radio equipment for communications with air traffic control and the performance of instrument approach procedures.

NOTE: The practical test must be performed in actual or simulated instrument conditions, unless the practical test cannot be accomplished under instrument flight rules because the aircraft's type certificate makes the aircraft incapable of operating under instrument flight rules.

8.12 Flight Test Examiner Responsibility.

The Flight Test Examiner who conducts the skill test is responsible for determining that the applicant meets the standards outlined in the Objective of each TASK within the AREAS OF OPERATION, in the skill test standard. The FTE shall meet this responsibility by determining that the applicant's knowledge and skill meet the Objective in all required TASKS.

The equipment examination must be closely coordinated and related to the flight portion of the skill test, but must not be given during the flight portion of the skill test. The equipment examination should be administered prior (it may be the same day) to the flight portion of the skill test. The FTE may accept written evidence of the equipment exam if the exam is approved by the DGCA and administered by an individual authorized by the DGCA. The FTE shall use whatever means deemed suitable to determine that the applicant's equipment knowledge meets the standard.

The AREAS OF OPERATION in Section 5 contain TASKS which include both "knowledge" and "skill" ELEMENTS. The FTE shall ask the applicant to perform the skill ELEMENTS.

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Knowledge ELEMENTS not evident in the demonstrated skills may be tested by questioning, at any time, during the flight event. Questioning in flight should be used judiciously so that safety is not jeopardized. Questions may be deferred until after the flight portion of the test is completed.

For aircraft requiring only one pilot, the FTE may not assist the applicant in the management of the aircraft, radio communications, tuning and identifying navigational equipment, and using navigation charts. If the FTE, other than a CAASL Inspector, is qualified and current in the specific make and model aircraft that is certified for two or more crewmembers, he or she may occupy a duty position. If the FTE occupies a duty position on an aircraft that requires two or more crewmembers, the examiner must fulfill the duties of that position.

Moreover, when occupying a required duty position, the examiner shall perform crew resource management functions as briefed and requested by the applicant.

SAFETY OF FLIGHT shall be the prime consideration at all times. The examiner, applicant, and crew shall be constantly alert for other traffic.

8.13 Satisfactory Performance.

The ability of an applicant to safely perform the required TASKS is based on:

- a) Performing the TASKS specified in the AREAS OF OPERATION for the licence or rating sought within the approved standards;
- b) Demonstrating mastery of the aircraft with the successful outcome of each TASK performed never seriously in doubt;
- c) Demonstrating satisfactory proficiency and competency within the approved standards and single-pilot competence if the aircraft is type licenced for single-pilot operations.
- d) Demonstrating sound judgment and crew resource management.

8.14 Unsatisfactory Performance.

Consistently exceeding tolerances stated in the TASK Objective, or failure to take prompt, corrective action when tolerances are exceeded is indicative of unsatisfactory performance. The tolerances represent the performance expected in good flying conditions. Any action, or lack thereof, by the applicant who requires corrective intervention by the examiner to maintain safe flight shall be disqualifying. If the applicant fails the skill test because of a special emphasis area, the Notice of Denial shall indicate the associated TASK. i.e.: AREA OF OPERATION IV.

NOTE: It is vitally important that the applicant, safety pilot, and Flight Test Examiner use proper and effective scanning techniques to observe all other traffic in the area to ensure the area is clear for performing any maneuvers.

If, in the judgment of the Flight Test Examiner, the applicant's performance of any TASK is unsatisfactory, the associated AREA OF OPERATION is failed and therefore the skill test is failed. FTE shall not repeat TASKS that have been attempted and failed.

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The FTE or applicant may discontinue the test at any time after the failure of a TASK, which makes the applicant ineligible for the licence or rating sought. The skill test will be continued only with the consent of the applicant. In such cases, it is usually better for the FTE to continue with the skill test to complete the other TASKS. If the FTE determines that the entire skill test must be repeated, the skill test should not be continued but should be terminated immediately. If the skill test is either continued or discontinued, the applicant is entitled to credit for those AREAS OF OPERATION satisfactorily performed, if the remainder of the skill test is completed within 60 days of when the skill test was discontinued. However, during the retest and at the discretion of the FTE, any AREA OF OPERATION may be re-evaluated including those previously passed. Whether the remaining parts of the skill test are continued or not after a failure, a notice of denial must be issued.

When the FTE determines that a TASK is incomplete, or the outcome uncertain, the FTE may require the applicant to repeat that TASK, or portions of that TASK. This provision has been made in the interest of fairness and does not mean that instruction or practice is permitted during the certification process.

When practical, the remaining TASKS of the skill test phase should be completed before repeating the questionable TASK. If the second attempt to perform a questionable TASK is not clearly satisfactory, the FTE shall consider it unsatisfactory.

If the skill test must be terminated for unsatisfactory performance and there are other AREAS OF OPERATION which have not been tested or still need to be repeated, a notice of denial shall be issued listing the specific AREAS OF OPERATION which have not been successfully completed or tested.

When a skill test is discontinued for reasons other than unsatisfactory performance (i.e., equipment failure, weather, illness), Application Form for Flight Crew Licence, rating, authorisation or validation certificate, and, if applicable, Application Form for Flight Crew Licence, Instrument Rating or Validation Certificate Knowledge Test, should be returned to the applicant. The FTE at that time should prepare, sign, and issue a Letter of Discontinuance to the applicant. The Letter of Discontinuance should identify the portions of the skill test that were successfully completed.

The applicant shall be advised that the Letter of Discontinuance must be presented to the FTE, to receive credit for the items successfully completed, when the skill test is resumed and made part of the certification file.

8.15 Recording Unsatisfactory Performance.

This skill test standard uses the terms "AREA OF OPERATION" and "TASK" to denote areas in which competency must be demonstrated. When a disapproval notice is issued, the FTE must record the applicant's unsatisfactory performance in terms of "AREA OF OPERATION" appropriate to the skill test conducted.

8.16 Crew Resource Management (CRM).

CRM ", refers to the effective use of all available resources; human resources, hardware, and information." Human resources ", includes all other groups routinely working with the cockpit crew (or pilot) who are involved in decisions that are required to operate a flight safely.

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These groups include, but are not limited to: dispatchers, cabin crewmembers, maintenance personnel, and air traffic controllers." CRM is not a single TASK. CRM is a set of competencies that must be evident in all TASKS in this skill test standard as applied to the single pilot or the multi crew operation. CRM competencies, grouped into three clusters of observable behavior, are:

- a) COMMUNICATIONS PROCESS AND DECISIONS
 - Briefing
 - Inquiry/ Advocacy/ Assertiveness
 - Self-Critique
 - Communication with available personal resource
 - Decision making
- b) BUILDING AND MAINTAINANCE OF A FLIGHT PLAN
 - Leadership/ Followership
 - Interpersonal Relationship
- c) WORKLOAD MANAGEMENT AND SITUATIONAL AWARENESS
 - Preparation/Planning
 - Vigilance
 - Workload Distribution
 - Distraction Avoidance
 - Wake Turbulence Avoidance


CRM deficiencies almost always contribute to the unsatisfactory performance of a TASK. CRM evaluations are still largely subjective. Certain CRM competencies are well suited to objective evaluation. These are the CRM-related practices set forth in the aircraft manufacturer's or the operator's CAASL-approved operating or training manuals as explicit, required procedures. Those procedures may be associated with one or more TASKS in these skill test standards. Examples include required briefings, radio calls, and instrument approach callouts. The evaluator simply observes that the individual complies (or fails to comply) with requirements.

8.17 How the Examiner Applies CRM.

Flight Test Examiners are required to exercise proper CRM competencies in conducting tests, as well as expecting the same from applicants.

Pass/Fail judgments based solely on CRM issues must be carefully chosen since they may be entirely subjective. Those Pass/Fail judgments that are not subjective apply to CRM-related procedures in CAASL-approved operations manuals that must be accomplished, such as briefings to other crewmembers. In such cases, the operator (or the aircraft manufacturer) specifies what should be briefed and when the briefings should occur. The FTE may judge objectively whether the briefing requirement was or was not met. In those cases where the operator (or aircraft manufacturer) has not specified a briefing, the FTE shall require the applicant to brief the appropriate items from the following note. The FTE may then judge objectively whether the briefing requirement was or was not met.

NOTE: The majority of aviation accidents and incidents are due to resource management failures by the pilot/crew; fewer are due to technical failures. Each applicant shall give a crew briefing before each takeoff/departure and approach/landing. If the operator or aircraft manufacturer has not specified a briefing, the briefing shall cover the appropriate items, such as runway, SID/DP/STAR/FMSP/IAP, power settings, speeds, abnormal or emergency prior to or after

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reaching decision speed (i.e., V_1 , or V_{MC}), emergency return intentions, missed approach procedures, FAF, altitude at FAF, initial rate of descent, DNDH/MDA, time to missed approach, and what is expected of the other crewmembers during the takeoff/DP and approach/landing. If the first takeoff/departure and approach/landing briefings are satisfactory, the FTE may allow the applicant to brief only the changes, during the remainder of the flight.

8.18 Applicant's Use of Checklists.


Throughout the skill test, the applicant is evaluated on the use of an appropriate checklist. Proper use is dependent on the specific TASK being evaluated. The situation may be such that the use of the checklist, while accomplishing elements of an Objective, would be either unsafe or impractical, especially in a single-pilot operation. In this case, a review of the checklist after the elements have been accomplished would be appropriate. Use of a checklist should also consider visual scanning and division of attention at all times.

8.19 Use of Distractions during Skills Test.

Numerous studies indicate that many accidents have occurred when the pilot has been distracted during critical phases of flight. To evaluate the pilot's ability to utilize proper control technique while dividing attention both inside and outside the cockpit, the FTE shall cause a realistic distraction during the flight portion of the skill test to evaluate the applicant's ability to divide attention while maintaining safe flight.

8.20 Metric Convention Initiative.

To assist the pilots in understanding and using the metric measurement system, the skill test standard refers to the metric equivalent of various altitudes throughout. The inclusion of meters is intended to familiarize pilots with its use. The metric altimeter is arranged in 10-meter increments; therefore, when converting from feet to meters, the exact conversion, being too exact for practical purposes, is rounded to the nearest 10-meter increment.

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FLIGHT TEST EXAMINER MANUAL **PART 2**

CHAPTER 1

1.0 FLIGHT TEST EXAMINER AUTHORIZATION

1.1 General

This guide provides guidance and standards for the Flight Test Examiner Authorization initial issue, re-authorization, reactivation and issue of additional Flight authorizations.

This guide is based upon the following references:

- a) Civil Aviation Act No. 14 of 2010.
- b) Air Navigation Regulations 1955, Reg. No. 60
- c) Air Navigation Regulations 1955, Reg. No. 259
- d) Section 30(1) of the CAASL Act No. 34 of 2002

Every practical test shall be performed under the observation of an observer and at least one examiner approved by the Director (hereinafter referred to in this regulation as “the Examiners”) who shall furnish to the Director a report upon the applicant’s performance of the test on the form provided for the purpose by the Director.

- a) Implementing Standard 050: Personnel Licensing Requirements & Procedures - General Rules.
- b) Implementing Standard 051: Personnel Licensing Requirements - Licences and ratings for pilots.
- c) Personnel Licensing Procedure Manual; SLCAP 3010
- d) Office Procedure Manual; SLCAP 3030

1.2. Flight Test Examiner Authorization

The International Civil Aviation Organization (ICAO) does not specify Flight Test Examiner Ratings and considers that checks and flight testing should be done by the regulatory authority, i.e. CAASL Flight Inspectors. However, they recognize that a regulatory authority may pass some of these duties on to an authorized check pilot. ICAO considers that the authorized check pilot has a special relationship with the regulatory authority.

Within Sri Lanka the position of authorized check pilot is served by the Flight Test Examiner Authorization. A Flight Examiner Authorization is an authorization issued by the Director General of Civil Aviation under the authority of Civil Aviation Act No. 14 of 2010 and other operating regulations, and is subject to the conditions that the Director General of Civil Aviation considers appropriate. This is exactly the same as any licence or rating issued to an individual, under the Sri Lanka civil aviation system.

A Flight Test Examiner Authorization is issued to an individual by the Director General of Civil Aviation. The individual, as a participant in the civil aviation system, is responsible for carrying

out their activities safely and in accordance with the relevant prescribed standards and practices. An individual holding a Flight Test Examiner Authorization is, in many respects, independent of the operator and responsible to the regulatory authority.

The holder of a Flight Test Examiner Authorization is primarily responsible to the Director General of Civil Aviation for upholding the standards as defined by the Civil Aviation Act, the Civil Aviation Rules, and associated documents. Flight Test Examiners are also responsible to the organization within which they are exercising the privileges of their Authorization, to the candidate they are assessing and finally to the aviation industry in general.

Grant of Flight Test Examiner Authorization will be considered on Integrity, Service record, Good character and Professional respect of Aviation industry.

1.3 Pre-requisite Minimum Qualifications for the Designation of Flight Test Examiners

- a) Holder of a licence and rating at least equal to the licence or rating for which they are authorized to conduct skill tests or proficiency checks.
- b) Applicant shall be qualified to act as pilot in command of the aircraft during a skill test or proficiency check and shall meet the applicable experience requirements.
- c) Holder of Flight Instructor rating
- d) Experience requirements are as follows;

1. Examiner for conduct of skill tests for the issue and renewal of the PPL (A) or Examiner for conduct of skill tests and proficiency checks for the associated single-pilot class/type rating;

The examiner shall have completed not less than 1000 hours flight time as a pilot of Aeroplane, including not less than 250 hours flight instruction and currency on class and type.

2. Examiner for conduct of skill tests for the issue and renewal of a CPL (A) or skill test and proficiency checks for the associate single- pilot class/type ratings;

The examiner shall have completed not less than 2000 hours flight time as a pilot of Aeroplane, including not less than 250 hours flight instruction and currency on class and type.

3. Examiner for conduct of skill tests for the issue of type ratings for multi- pilot aeroplanes or proficiency checks for revalidation or renewal of multi-pilot type an instrument ratings or skill tests for ATPL(A) issue;

The examiner shall have completed not less than 1500 hours flight time as a pilot of multi- pilot Aeroplane of which at least 500 hours shall be as pilot-in-command , and holds or has held a TRI(A) rating or authorization and currency on class and type.

4. Examiner for conduct of skill tests for the initial issue and proficiency checks for the revalidation or renewal of instrument ratings;

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The examiner shall have completed not less than 2000 hours flight time as a pilot of Aeroplane, including not less than 450 hours flight time under IFR of which 250 hours shall be as a flight instructor.

5. Examiner for conduct of skill tests for the issue of type ratings for multi-pilot aeroplanes or Proficiency checks for revalidation or renewal of multi-pilot type instrument ratings

The examiner shall hold an ATPL(A) and shall have completed not less than 1500 hours of flight time as a pilot of multi-pilot aeroplanes is entitled to exercise the privileges of a SFI(A) and for the purpose of (a) above holds a valid type rating on the applicable Aeroplane type.

6. Examiner for conduct of skill tests and proficiency checks or renewals for the issue and revalidation of flight instructor ratings,

The examiner shall have completed not less than 2000 hours as a pilot of Aeroplane, including not less than 100 hours flight time instructing applicants for a FI (A) rating.

7. Examiner for conduct of skill tests for the issue of the PPL(H) and skill tests and proficiency checks for single-pilot single engine helicopter type ratings entered in a PPL(H),

The examiner shall have completed 1000 hours of flight time as a pilot on helicopters, including at least 250 hours of flight instruction;

8. Examiner for conduct of skill tests for the issue of the CPL(H) and skill tests and proficiency checks for single-pilot single engine helicopter type ratings entered in a CPL(H),

The examiner shall have completed 2000 hours of flight time as pilot on helicopters, including at least 250 hours of flight instruction;

9. Examiner for conduct of skill tests and proficiency checks for single-pilot multi-engine helicopter type ratings entered in a PPL (H) or a CPL (H),

The examiner shall have completed the requirements in (1) or (2), as applicable, and holds a CPL (H) or ATPL (H) and, when applicable, an IR (H);

10. Examiner for conduct of skill tests for the issue of type ratings for multi-pilot aeroplanes or proficiency checks for revalidation or renewal of multi-pilot type instrument ratings or skill tests for ATPL(H) issue;

The examiner applicant shall have completed not less than 1500 hours flight time as a pilot of multi-pilot helicopter of which at least 500 hours shall be as pilot-in-command, and holds or has held a FI rating or authorization and currency on class and type.

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1.4 Procedure for Issuance of Flight Test Examiner Authorization

- a) Make an application on form no. CAA/PL/M/14
- b) Successful Completion of training programme by the CAASL examiner
- c) Successful completion of knowledge/technical examination conducted by DGCA.
- d) Observing the conduct of at least two skill tests before checking for Examiner rating or should have at least two skill test briefings.
- e) Applicant shall appear before the panel of 4 members (Three Examiners and CAASL Inspector)
- f) Applicant shall demonstrate the skill appropriate to the authorization (flight test).
- g) Acceptable seating arrangement on checking system -: Skill test examiner applicant
 - Student Examiner - Right seat
 - Actual Examiner - Left seat
 - Ground briefing – Actual student or otherwise

1.5 Period of Validity

An Examiner's authorization is valid for not more than three years. Examiners are re-authorized at the discretion of the Authority.

1.6 Procedure for renewal of Flight Test Examiner Authorization

- a) The responsibility to request renewal prior to expiration of flight test examiner authorization is rest with the flight test examiner concerned.
- b) Requirement for renewal of flight test examiner authorization is conducting at least twelve skill tests or proficiency checks within the three year authorization period.
- c) At least one month prior to the expiration of the authorization the flight test examiner shall request for renewal in writing.
- d) Following will be attached to the renewal request. Record of all Tests / Checks the flight test examiner has conducted during the last three years
- e) If the document review is satisfactory DGCA will assign a CAA Inspector or senior examiner specifically authorized for this purpose to conduct and monitor the flight test examiner as required.

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- f) If the performance of the flight test examiner is satisfactory the flight test examiner authorization shall be renewed.
- g) If the performance of the flight test examiner is not satisfactory for any reason the flight test examiner shall be informed accordingly.

1.7 Procedure for re-activation of Examiner Authorization

- a) Make application for flight test (Form CAA/PL/M/14) up to 60 days prior.
- b) Shall have a current licence and recent flying experience.
- c) If the authorization has expired less than 2 years, follow the procedure in 1.6 above.
- d) If the authorization has been expired more than 2 years but less than 5 years
 - re-activation on flight instructions. (30 hrs instructional experience as flight instructor within 6 months minimum)
 - one flight test observation
 - appear before panel for interview
- e) Completion of the all requirements in above 1.4, if the authorization has expired more than 5 years.
- f) Shall have participated in the CAA Seminars and Meetings related to the subject.

1.8 Additional examiner privileges

The applicant for the issue of additional Flight Examiner authorizations is required to: Have completed the experience requirements detailed in “Procedure for issuance of Flight Test Examiner Authorization” for that examiner privilege;

- a) Make a request for flight test up to 60 days prior;
- b) Demonstrate in accordance with the requested examiner privilege.

1.9 Flight test standard concept

The Civil Aviation Regulations and the associated Implementing Standards specify the areas in which knowledge, skill and attitudes must be demonstrated by an applicant before a Flight Examiner Authorization is issued, renewed, or additional authorizations added.

The Flight Test Standards Guides provide the flexibility to permit the CAASL to publish flight test standards containing specific TASKS (procedures and maneuvers) in which Flight Test Examiner competency must be demonstrated. Adherence to the provisions of the appropriate flight test standards is mandatory for the evaluation of Flight Examiner applicants.

1.10 Flight Test Guide Description

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This flight test guide has been designed to minimize the degree of subjectivity in the flight test, although the CAA Examiner will still have to exercise judgment.

The assessment criteria for the Flight Examiner Rating biennial demonstration of continued competency and demonstration of competency for the issue of additional Flight Examiner authorizations, defines performances that are ‘Ideal’, ‘COMPETENT’ and ‘Not yet competent’.

The term ‘COMPETENT’ is used to describe a required standard for the General Aviation Flight Examiner biennial demonstration of continued competency, and demonstrations of competency for the issue of additional Flight Examiner authorizations.

1.11 Flight Test Standard Description

TASKS are procedures or maneuvers appropriate to the General Aviation Flight Examiner Rating biennial demonstrations of continued competency, and demonstrations of competency for the issue of additional Flight Examiner authorizations.

The OBJECTIVE that appears below the TASK relates that task to the regulatory requirements and lists the important elements that must be satisfactorily performed to demonstrate competency in that task.

The minimum acceptable standard of performance for a task is described in the column stating ‘COMPETENT’ performance.

Unacceptable performance of a task is described in the ‘Not yet competent’ column.

The ACTION assists the CAASL Examiner in ensuring that the TASK OBJECTIVE is met, and in some instances, alerts the CAASL Examiner to areas upon which emphasis should be placed. The conditions under which the TASK is to be performed are expanded on under the ‘satisfactory/unsatisfactory performance’ headings, which follow.

1.12 Examiner Training

1.12.1 Initial Training Requirements

Initial training for the flight test examiner applicant shall be conducted by CAA Inspector or DGCA appointed examiner for the purpose.

A classroom program is conducted for eight hours on the following topics.

- a) Examiner duties, functions and responsibilities
- b) Applicable regulation and procedure
- c) Appropriate methods, procedure and techniques for conducting the required tests and checks.
- d) Proper evaluation of student performance including the detection of improper and insufficient training.

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- e) Personal characteristics of an applicant that could adversely affect safety.
- f) Appropriate corrective action in the case of unsatisfactory tests and checks.
- g) Approved methods, procedures and limitations for performing the required normal, abnormal and emergency procedures in the aircraft.

Recurrent Training Requirements

- a) Test/Check Standards
- b) Purpose of Test and Checks
- c) Examiner preparation for Test/Check
- d) Weather minima
- e) Preflight – briefing
- f) Applicant’s planning and facilities
- g) Airmanship
- h) Assessment System
- i) Flight Management
- j) Conduct of Test/Check
- k) Repeat items
- l) Pass/fail criteria
- m) Test result
- n) Post flight – debrief
- o) Complaints and Appeals
- p) Discussion on critical cases
- q) Industry samples
- r) Model evaluations

Duration of class training shall be at least 8 hours.

It is necessary that a flight test examiner undergo recurrent training at least once in every three years.

1.12.2 Detailed Curricula/syllabus for Training of Flight Test Examiners

Detailed Curricula/syllabus for Training of Flight Test Examiners are in Appendix M

Approved Course Materials have been kept in Training Organization & Personnel Licensing Section.

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1.12.3 Qualification criteria of the instructor for Flight Test Examiner training

Qualification criteria of the instructor for Flight Test Examiner training is in Appendix M and instructor is nominated after evaluation of his/her qualifications. Personal file of the instructor is maintained by TOPEL Section.

1.12.4 Technical Examination for flight test examiners

After successful completion of the training above all flight test examiners are required to pass the technical examination conduct by DGCA.

1.12.5 Conduct of interview by a panel

The interview is conducted prior to commencing the examiner authorization skill test. The interview assesses whether an applicant has the necessary skills and experience to be granted a flight test examiner rating. The interview runs for approximately 30 minutes. Applicants are asked practical, scenario based questions. Applicants must successfully complete the interview prior to commencing their flight test.

1.12.6 Skill test / flight test

Applicants for a Flight test examiner certificate shall demonstrate their competence to CAA inspector or a senior examiner specifically authorised to do so by the DGCA responsible for the examiner's certificate through the conduct of a skill test, proficiency check or assessment of competence in the examiner role for which privileges are sought, including briefing, conduct of the skill test, proficiency check or assessment of competence, and assessment of the person to whom the test, check or assessment is given, debriefing and recording documentation.

1.12.7 System to ensure that flight crew meet knowledge and skills requirements

CAASL has implemented a system to ensure that flight crew knowledge by conducting theoretical knowledge examinations. Each applicant for flight crew licence shall successfully completed the theoretical knowledge examinations before the skill test. In addition flight test examiners check their knowledge and skills requirements in accordance with CAA Act No 14, IS 50, IS 51 and SLCAP 3050.

1.13 System of Supervision by Civil Aviation Authority

Civil Aviation Authority of Sri Lanka shall monitor the standards of all flight test examiners by a CAA Inspector or senior examiner specifically authorized for this purpose conducting or monitoring a skill test once a year. (Refer Appendix A)

The intent of the monitor is to observe a FTE performing a flight test to ascertain his/her ability to perform the delegated duties

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Preparation for monitoring/ supervision

In preparation for a monitor/ supervision, the assigned CAA Inspector or senior examiner must accomplish the following items:

- (a) Verify completion of the history of Enforcement check;
- (b) Verify the FTE holds the currency and the authority to conduct the flight test on the particular aircraft type(s).
- (c) Obtain a copy of the skill test form and the relevant skill test requirement described in Implementing Standard 51. The CAI will review this to ensure adherence to the applicable guide and to provide feedback prior to the monitor.
- (d) CAA Inspector or senior examiner will check the performance of the FTE in comparison to the relevant flight tests, conducted on the other FTEs

Pre-monitor briefing

- (1) The CAA inspector/ Senior Examiner will arrange to meet with the FTE before the flight test to conduct the pre-monitor briefing.
- (2) The pre-monitor briefing must be conducted in the following manner regardless of how many times the FTE has been monitored. When scheduling the pre-monitor briefing, allow sufficient time prior to the pre-flight test briefing. This will provide the opportunity for the CAI and the PE to discuss and answer any questions or concerns the FTE has without being rushed.
- (3) The intent of the pre-monitor briefing is for the CAA Inspector/ Senior Examiner to:
 - (a) explain the purpose of the FTE monitor;
 - (b) review the six (6) phases of the monitor, and their elements, as listed on the PE Monitor Report (Appendix A of AC -408-001);
 - (c) advise that notes will be taken during the monitor;
 - (d) define the extent of the CAA inspector/ Senior Examiner input (i.e. resource, but cannot make decisions for the FTE);
 - (e) advise that a debrief meeting will be conducted after the in-flight monitor to discuss the post-flight briefing points;
 - (f) discuss any significant changes to the FTE program, including any current regulations;
 - (g) ensure the FTE has the current FTE Manual (SLCAP 3050) and applicable Flight Test Guide;
 - (h) for recurrent monitors, ask the FTE if there were any failures or issues since the last monitor and discuss;
 - (i) discuss the flight test script, plan-of-action, or scenario items as applicable;
 - (j) for flight tests in an aircraft, review the aircraft documents, weather, Notices to Airmen (NOTAMs) and aircraft deferred defects, the applicable Journey Log and Minimum Equipment List;
 - (k) discuss Air Traffic Control (ATC) considerations; and
 - (l) for flight tests in a FSTD, review simulator unserviceability's and deferred defects in accordance with the Simulator Component Inoperative Guide (SCIG).
- (4) The CAA Inspector/ Senior Examiner will confirm the FTE's licence and Medical validity.
- (5) For recurrent monitors, the CAA Inspector/ Senior Examiner will conduct the following, as applicable:
 - (a) Review the FTE's records to ensure the following is being maintained:
 - (i) The last date the FTE attended a FTE Training/Workshop and when the next recurrent FTE Training/ Workshop is due;
 - (ii) The last date the FTE was monitored by DGCA and when their next FTE Monitor is due;
 - (iii) A list of flight tests conducted by the FTE; and

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(iv) The FTE's Delegation of Authority letter.

Note:

A PE is required to maintain personnel records for a period of at least two years. At the discretion of the CAA Inspector / Senior Examiner, the FTE may be required to produce these records for review.

Pre-flight briefing with the candidate

Before the FTE conducts the briefing with the flight test candidate, the CAA Inspector/ Senior Examiner will:

- a) Greet the candidate and introduce him/herself;
- b) Explain that his/her role during the flight test is a passive observer of the PE's performance and that the FTE is conducting the flight test as if the CAA Inspector/ Senior Examiner is not present; and
- c) Inform the candidate that once the flight test is completed, the FTE and the CAA Inspector/ Senior Examiner will require time to validate the flight test assessment prior to conducting the post-flight briefing.
- d) While the PE is conducting their briefing with the candidate, the CAI will only intervene when there are issues with the briefing that could negatively affect the outcome.

Inflight monitor / supervision

- (1) During the in-flight monitor, the CAA Inspector/ Senior Examiner is to take a passive role to the greatest extent possible. This allows the CAA Inspector/ Senior Examiner to assess how the FTE conducts the flight test and adapts to unexpected variables.
- (2) While the FTE is conducting the flight test, the CAA Inspector/ Senior Examiner will:
 - (a) Observe the FTE and ensure conformance to the:
 - (i) Applicable Flight Test Guide; and
 - (ii) FTE Manual.
 - (b) Avoid intervening during the in-flight portion unless asked to, or unless incorrect information is being provided that could affect safety or the outcome of the flight test;
 - (c) Where an assessment of 'Unacceptable' is made on the PE, the monitor will be assessed as fail and the flight test should:
 - (i) Be discontinued; or
 - (ii) In extenuating circumstances, the CAA Inspector / Senior Examiner may take on the role of the PE with their delegation to complete the flight test to minimize the impact on the candidate.
 - (d) If there is disparity between the CAA Inspector/ Senior Examiner and FTE on the overall outcome (i.e. pass/fail) of the flight test, the candidate will not be informed until the CAA Inspector/ Senior Examiner and FTE have met privately to agree on the decision.
 - (e) Upon completion of the flight test, an agreement of the overall outcome of the candidate's performance (i.e. pass/fail) will be made and the candidate advised;

Debrief Meeting

- (1) Upon completion of the flight test, the CAA Inspector/SE and the FTE will meet privately to validate the PE's assessments on the Flight Test Report.
- (2) The CAI will review the following with the FTE at the debrief meeting:

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- (a) The items to be discussed at the post-flight briefing;
- (b) The FTE's justification for any item(s) assessed/not assessed in accordance with the relevant Flight Test Guide and the FTE Manual; and
- (c) The method to be used for the post-flight debriefing.

(3) When there is a disagreement on one or more assessments, the CAA Inspector's/SEs evaluation will take precedence over the PE's and will be used to debrief the candidate.

Post/Flight Debriefing with the candidate

- (1) When the FTE is conducting the post-flight debriefing, the CAA Inspector will not intervene unless asked to, or unless incorrect information is being provided that could impact the outcome of the flight test.
- (2) Afterwards, the CAA Inspector and FTE will review the FTE's completed forms in private for content and accuracy to include:
 - (a) Remarks for assessments recorded on the Flight Test Report concur with the requirements of the marking scale;
 - (b) Remarks for assessments not written with wording that do not support the mark awarded; and
 - (c) His/her reports are complete, accurate and meaningful;
 - (d) His/her Flight Checks cover the required sequences;
 - (e) His/her conduct of Flight Checks is fair and in conformance with the standards and Procedures described in this manual;
 - (f) He/she is acting within the limits of his/her authority;

Successful FTE monitor debrief procedure

- (1) The CAA Inspector will conduct the debrief with the FTE in private with no interruptions, and will include:
 - (a) A review of the overall performance using the FTE Monitor Report Form highlighting strengths, weaknesses, and suggestions for improvement;
 - (b) Advise the FTE of the next steps for the monitor. This is especially important for initial and revision monitors and that the FTE may NOT conduct any flight test until they have received their Delegation of Authority document;
- (2) The CAA Inspector/Senior Examiner will remind the FTE that it is his/her responsibility to notify CAASL within 90 days of their expiry date to book a recurrent monitor and will ask for any questions and whether they have any feedback for you.

Unsuccessful FTE monitor debrief procedure

- (1) The CAA Inspector will conduct the debrief with the FTE in private with no interruptions, and will include:
 - (a) A review of the overall performance using the FTE Monitor Report Form and highlighting strengths, weaknesses, and suggestions for improvement which may include additional training;
 - (b) For an initial or recurrent monitor, indicate to the FTE a need for additional or remedial training will be required through follow up action by the CAA Inspector.
- (c) For an monitor, indicate to the FTE that with an assessment grade of (U),

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Completion of documents for initial or recurrent FTE monitor

As the FTE does not yet hold the applicable signing authority, the CAA Inspector/SE will:

- Ensure the CAA Inspector's name is shown as the FT Examiner conducting the flight test on all applicable forms;
- Sign the applicable Flight Test Report and annotate —Initial or Recurrent FTE Monitor for – FTE Name and Licence Number in the remarks section;
- Sign the Application for Endorsement of a Rating
- Sign the Candidate's licence, if required;
- Complete the FTE Monitor Report form (Appendix A) and provide a copy to the FTE as soon as practicable; and
- Retain all the applicable forms for processing.

1.14 Withdrawal of Flight Test Examiner Authorization

(Air Navigation Regulations 1955, Reg. No. 259)

The Flight Test Examiner Authorization may be withdrawn by DGCA in part or in whole without assigning any reason thereof. In these cases, the DGCA will issue a notice of suspension to the Flight Test Examiner concerned. Where there is an immediate threat to safety this authorization can be withdrawn immediately.

The Director General of Civil Aviation may withdraw a Flight Test Examiner's authority if evidence shows that the flight test examiner has:

- At any time, acted in a manner which is in contravention of the guidelines contained in this manual in breach of the trust placed by the Authority on the flight test examiner.
- Placed a personal interest, or the interest of the company (flying school), ahead of the interest of the DGCA.
- Failed to comply with any provision in this manual or failed to maintain any standard as required in this manual.
- Required instruction to maintain the required standards or to follow proper procedures;
- Fraudulently used flight test examiner authority or has acted in any other way that would discredit the DGCA;
- Breached Civil Aviation rules, Regulations, instructions etc.

If a Civil Aviation Inspector determines during the course of a flight check, test or monitor ride, that the Flight Test Examiner no longer meets Civil Aviation standards. The Inspector shall inform the Flight Test Examiner during the de brief of his findings and make a report to DGCA. If the situation so demands the Inspector may terminate the check/test any time the problem occurred. On receipt of the report from the Inspector, DGCA, shall conduct an inquiry and withdraw the flight test examiner authorization as appropriate

When it has been alleged that any Flight Test Examiner has acted in a manner specified in above, the DGCA, of Sri Lanka (issuing authority), prior to making a final decision in the matter, shall appoint a committee to investigate in to the matter.

The Flight Test Examiner in question should be given a formal opportunity to respond to the allegations, either verbally or in writing.

CHAPTER 2

2.0 TEST PROCEDURE OF THE EXAMINER APPLICANT

2.1 Aircraft Requirements for Flight Test

- a) The aircraft is to have intercom acceptable to the Flight Test Examiner capable of monitoring applicant and ATS interactions.
- b) The applicant must ensure that the aircraft is suitable for the conduct of the flight test.
- c) Should a Flight Test Examiner applicant wish to undertake a Flight Test Examiner Authorization flight test in an aircraft that is not within Sri Lanka, the travel costs, expenses and accommodation of the CAA Examiner would be at the applicant or operator's expense.
- d) Flight Test Examiner Rating tests for Instrument Rating renewal carried out in single engine aircraft, will not be valid for the purpose of exercising those examiner authorizations in multi-engine aircraft.

2.2 CAASL Inspector's Task in Evaluating Examiner Applicant

The CAASL examiner, who conducts the flight test is responsible for determining that the applicant meets the standards outlined in the objective of each TASK.

The CAASL Examiner shall meet this responsibility by taking an ACTION that is appropriate for each task.

For each TASK that involves "knowledge only" elements, the CAASL Examiner will orally question the applicant on those elements.

For each TASK that involves both "knowledge and skill" elements, the CAASL Examiner will orally question the applicant on the knowledge elements and ask the applicant to perform the skill elements. Oral questioning may be used at any time during the flight test.

To minimize the risk of misunderstandings the CAASL Examiner will brief the applicant to ensure that they have a clear understanding

- a) Of the flight test syllabus including the status of the applicant in the candidate's flight test.
- b) Of the flight test format.
- c) Of the standards against which they will be assessed.
- d) Of who is pilot-in-command.
- e) Of the simulated weather conditions.

During any instrument flight phases, the CAASL Examiner may assume the responsibilities of safety pilot if required.

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Designated examiner of Civil Aviation Authority will conduct the skill test and evaluate applicant for issue and renewal of pilot licences indicated below as against the criteria and the task indicated against each licence.

- a) Private Pilot Licence - Refer Chapter 1.3 of IS 51
- b) Commercial Pilot Licence – Refer Chapter 1.4 of IS 51
- c) Instrument Rating – Refer Chapter 1.5 of IS 51
- d) Airline Transport Pilot Licence - Refer Chapter 1.6 of IS 51

2.3 Observed Flight Tests

In an observed test situation it is permissible for the CAASL Examiner to both assess the performance of a candidate who is seeking a rating or demonstrating operational competence at the same time as assessing a Flight Examiner applicant's performance in carrying out the test. Under such circumstances, it is possible for the CAASL Examiner to pass the Flight Examiner applicant whilst the candidate who is seeking a rating is failed, and vice versa

2.4 The Role of the Examiner Applicant during the Flight Test

The Flight Examiner applicant will:

- a) Brief the candidate on the respective roles and duties of the candidate, other crew and the Flight Examiner applicant during the flight test;
- b) Brief the candidate on the structure and outline of the flight test, including, in general terms, any emergencies;
- c) Brief the candidate on the criteria/tolerances to be applied;
- d) Act as safety pilot during flight (as required);
- e) Advise the candidate of nominated/simulated operational information, weather conditions and the status of systems;
- f) Instruct the candidate to perform maneuvers and procedures as required;
- g) Liaise as required with the applicable ATS units to ensure all aspects of the flight are completed safely and in accordance with appropriate clearances; and,
- h) Question the candidate as required, to assess the candidate's achievement of the objectives.

2.5 Use of Distractions During Flight Tests

Artificial distractions are not appropriate to the Flight Test Examiner Rating biennial demonstration of continued competency or the demonstration of competency for the issue of an additional Flight Examiner authorization.

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2.6 Satisfactory Performance

The ability of a Flight Test Examiner applicant to perform the required TASK is based on their demonstration of competency in:

- a) Briefing the candidate for the flight test to be undertaken;
- b) Monitoring the performance of the candidate;
- c) Competently assessing the candidate's performance against the applicable CAASL Flight Test Standards Guide;
- d) Debriefing the candidate at the completion of the flight test;
- e) Competently completing a flight test report and associated documentation;
- f) Exercising good judgment/decision making and maintaining situational awareness;
- g) Applying and demonstrating legislative and aeronautical knowledge; and
- h) Showing complete control of the aircraft with the successful outcome of a task never seriously in doubt.

Note: "Competent" is defined as; adequately or legally qualified, effective and appropriate.

2.7 Result of the Candidate's Flight Test

The CAASL Examiner will:

- a) Establish the applicant's opinion of the candidate's flight test result, Pass or Fail (where applicable);
- b) Discuss the applicant's opinion of the conduct of the candidate's flight test (if applicable);
- c) If necessary, state the CAA Examiner's decision on the result of the candidate's flight test

2.8 Unsatisfactory Performance

During a flight test, if in the judgment of the CAASL Examiner, the Flight Examiner applicant does not meet the minimum standard of any task performed, the task demonstration is failed and therefore the flight test is failed.

The CAASL Examiner or applicant may discontinue the test at any time after the failure of a task makes the applicant ineligible to pass the flight test. The test will only be continued with the consent of the applicant.

Any action or lack of action by the applicant, which requires corrective intervention by the CAASL Examiner to maintain safe flight, will be disqualifying.

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2.9 Recording Unsatisfactory Performance

During a biennial demonstration of continued competency, or demonstration of competency for the issue of an additional Flight Examiner authorization, if performance is unsatisfactory the CAASL Examiner will record this on the flight test report against the specific task.

2.10 Abandoning a Flight Examiner Flight Test.

The CAASL Examiner may abandon a Flight Examiner applicant's demonstration of competency once started under the following circumstances:

- a) The applicant or operator fails to provide adequate facilities, equipment, procedures, and training, or does not comply with the Rules.
- b) The aircraft has a mechanical or systems failure that inhibits the flight test.
- c) The candidate decides to discontinue their flight test.
- d) The flight test is subjected to restrictions by Air Traffic Control or weather that makes it impractical or impossible to complete the applicant's flight test syllabus within a reasonable time, in a logical sequence, or to cover all of the required sequences.
- e) The CAASL Examiner considers it necessary in the interests of safety.

An abandoned flight test will not be assessed. Any test that has been abandoned must be re-examined, in its entirety, on another occasion.

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CHAPTER 3

3.0 FLIGHT TEST EXAMINER APPLICANT ASSESSMENT CRITERIA

3.1 Task: Eligibility assessment (Refer Appendix B)

Objective:

To determine that the applicant assesses the candidate's eligibility for the flight test by:

- a) Establishing the identity of the candidate.
- b) Examining (as appropriate) the candidate's licence, medical and ratings for compliance with the relevant eligibility requirements.
- c) Ensuring that all prerequisite written examinations are valid and current.
- d) Ensuring (where applicable) that all relevant knowledge deficiency reports (KDR's) have been certified by a flight instructor.
- e) Comparing the certificate holder's additional requirements as defined in their exposition (if applicable) with the candidate's experience and training.
- f) Assessing the suitability and serviceability of the aircraft to be used.

Action:

The CAASL Examiner will;

- a) Confirm that the applicant's procedures for establishing the identity of the candidate are suitable.
- b) Role play a candidate and/or observe the assessment of the candidate's licence, medical and ratings and determine that the applicant's performance meets the objective.
- c) Where applicable, observe the applicant's assessment of the written examination requirements for the relevant licence or rating and/or determine by questioning that the applicant has adequate knowledge of the written examination requirements
- d) Where applicable, observe the applicant's assessment of the applicable KDR's and/or determine by questioning that the applicant has adequate knowledge of the requirements relating to KDR's.
- e) Observe the applicant's assessment of the candidate's experience and training with respect to the Part 135 operator's additional requirements.
- f) Observe the applicant's assessment of the aircraft to be used for suitability and serviceability.

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3.2 Task: Eligibility assessment (See Appendix C)

Objective:

To determine that the applicant assesses the candidate's prerequisite training and experience for the flight test by:

- Examining the candidate's logbook for compliance with the appropriate eligibility requirements.
- Establishing the currency of any applicable rating.
- Ensuring the candidate holds a valid type rating for the aircraft to be used (except in the case of PPL issue).

Action:

The CAASL Examiner will:

- Observe the assessment of a candidate's logbook and determine by questioning that the applicant has adequate knowledge of the Rules regarding logging of flight time.
- Observe the applicant's assessment of the currency of any applicable rating and determine by questioning that the applicant has adequate knowledge of how currency affects the conduct of the applicable flight test.
- Observe the applicant's assessment of the validity of any aircraft type rating held by the candidate and/or determine by questioning that the applicant has adequate knowledge of aircraft type rating requirements.
- Observe the applicant's assessment of the candidates training records.

3.3 Task: Flight test syllabus briefing (See Appendix D)

Objective:

To determine that the applicant:

- Briefs the candidate on the requirements of the flight test, as described in the applicable CAASL Flight Test Standards Guide or the operator's operational competency requirements (as applicable).
- Briefs the candidate on operational matters including (as applicable):
- The responsibilities, operating capacities and roles of the candidate, the Flight Examiner applicant and the CAASL examiner.
- CRM aspects.
- The use of checklists.
- Weather assumptions (cloud base, means of simulating IMC).

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- g) Aircraft systems management.
- h) Flight planning.
- i) Handling of controls and unplanned emergencies.

Action:

The CAASL Examiner will:

- a) Observe the applicant's briefing and determine that the applicant's performance meets the objective.
- b) Acknowledge and/or clarify the role of the CAASL examiner during the demonstration (if required).

3.4 Task: Questioning (See Appendix E)

Objective:

To determine that the applicant:

- a) Questions the candidate on the theory relevant to the flight test, as described in the applicable CAASL Flight Test Standards Guide or the operator's operational competency requirements (as applicable).
- b) Asks open questions that determine understanding and application as well as knowledge.

Action:

The CAASL Examiner will:

- a) Observe the applicant's questioning and determine that the applicant's performance meets the objective.

3.5 Task: Knowledge of relevant Rules and documents (See Appendix F)

Objective:

To determine that the applicant has appropriate knowledge of:

- a) The CARs and associated advisory circular(s) applicable to the licence and/or ratings for which the applicant is requesting examiner authorization.
- b) The requirement to only conduct those flight tests for which authorization has been granted by the Director.
- c) The requirement to only exercise the privileges of a Flight Examiner under whose schedule of conditions authorizes the conduct of such flight tests.
- d) The currency requirements of a Flight Examiner rating holder.

Action:

The CAASL Examiner will:

- a) Question the applicant about the ANR and ISs are applicable to the examiner authorization(s) requested (or held, if applicable).
- b) Question the applicant about the requirement to only conduct those flight tests for which authorization has been granted by the Director and, if applicable, review the examiner authorizations held by the applicant.
- c) Question the applicant about the requirement to only exercise the privileges of a flight examining whose schedule of conditions authorizes the conduct of such flight tests and, if applicable, request evidence that the examiner is complying with this requirement.
- d) Ensure that the applicant is aware of the currency requirements and, where applicable, ensure that the examiner has not exercised the privileges of a flight examiner outside the currency period.

3.6 Task: Knowledge of flight test performance limits (See Appendix G)

Objective:

To determine that the applicant:

- a) Has adequate knowledge of the content and performance limits for the applicable CAASL flight test or (where applicable) the certificate holder's exposition requirements.

Action:

The CAASL Examiner will:

- a) Question the applicant on the content and performance limits applicable to the examiner authorization(s) applied for (or held as applicable).

3.7 Task: In flight assessment (See Appendix H)

Objective:

To determine that the applicant:

- a) Assesses the candidate's performance against the parameters stated in the applicable CAASL Flight Test Standards Guide or (where applicable) as stated in the certificate holder's exposition.
- b) Assesses the candidate on their ability to:
 - Execute procedures and maneuvers within the aircraft's performance capabilities and limitations, including the use of the aircraft's systems.

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- Execute emergency procedures and maneuvers appropriate to the aircraft.
 - Pilot the aircraft with smoothness and accuracy.
 - Exercise judgment.
 - Control the aircraft at all times, with the successful outcome of a procedure or maneuver never seriously in doubt.
- c) Keeps a record of the flight so that all aspects can be debriefed comprehensively.

Action:

The CAASL Examiner will:

- a) Observe the applicant's assessment of the candidate's performance in complying with the applicable flight test standards, and determine that the applicant's performance meets the objective.
- b) Observe the applicant's assessment of the candidate's ability to manage the aircraft in normal, abnormal and emergency situations, and determine that the applicant's performance meets the objective.
- c) Observe the applicant's record keeping throughout the flight test and determine that the applicant's performance meets the objective.

3.8 Task: Debriefing (See Appendix I)

Objective:

To determine that the applicant:

- a) Makes an appropriate recommendation to the CAASL Examiner, in the case of an observed flight test, as to whether the result should be a pass or fail.
- b) Invites candidate (or crew) self-analysis as appropriate.
- c) Conducts a fair and unbiased debriefing of the candidate's performance, based on identifiable events.
- d) Praises and reinforces well flown/managed aspects of the flight test.
- e) Provides constructive criticism where appropriate, highlighting areas for improvement.
- f) Provides the candidate with the result of the flight test.
- g) Where the result is a fail, constructively outlines the reasons for the failure, in descending order of importance.

Action:

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The CAASL Examiner will:

- a) Consider the applicant's recommendation as to whether the result of an observed flight test should be a pass or fail and then advise the applicant of the CAASL decision.
- b) Observe the applicant's debriefing of the candidate and determine that the applicant's performance meets the objectives.
- c) In the case of a fail result, observe the applicant's debriefing of the candidate and determine that the applicant's performance meets the objectives.

3.9 Task: Knowledge of mandatory fail aspects (See Appendix J)

Objective:

To determine that the applicant:

- a) Has adequate knowledge of a candidate performance that constitutes a mandatory fail applicable to the examiner authorization(s) requested.
- b) Applies a mandatory failure to the candidate's flight test if the applicant is required to intervene with any physical action in the interests of safety.

Action:

The CAASL Examiner will:

- a) Question the applicant to ensure the applicant has adequate knowledge of mandatory fail aspects in relation to the examiner privilege(s) sought.
- b) Observe the applicant's performance/decision making with respect to mandatory fail aspects (should the situation arise).

3.10 Task: Knowledge of remedial training required (See Appendix K)

Objective:

To determine that the applicant:

- a) Has sufficient knowledge and experience to be able to recommend appropriate additional training based on the candidate's observed performance or as simulated by the CAASL examiner.
- b) Advises the candidate, and certificate holder if appropriate, of any additional training requirements.
- c) Advises the candidate that they may not use the affected rating.

Action:

The CAASL Examiner will:

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- a) Determine by observation and/or questioning that the applicant recommends appropriate additional training as required or simulated.
- b) Observe the applicant's performance and determine that the applicant's performance meets the objectives.

3.11. Task: Knowledge of applicable logbook entries (See Appendix K)

Objective:

To determine that the applicant:

- a) Exhibits adequate knowledge of the appropriate logbook entries, application forms and issue or renewal procedures in relation to the examiner authorization requested.
- b) Certifies the candidate's logbook appropriately and correctly.

Action:

The CAASL Examiner will:

- a) Question the applicant to ensure that they have adequate knowledge of logbook entries, application forms and issue or renewal procedures applicable to the examiner authorization requested (or held as applicable).
- b) Observe the applicant providing the candidate with appropriate logbook certification and determine that the applicant's performance meets the objectives.
- c) Observe the applicant providing the candidate and the certificate holder with a copy of the flight test report.

Appendix A-2

Flight Test Examiner Monitoring Report (Initial / Renewal)

Flight Date & Time :-	Name of the Examiner Candidate:-		
License No:-		Licence/Medical Validity:-	
Simulator / Aircraft Type: -			
Simulator ID / Registration:-			
Complete Flight Test	<input type="checkbox"/>	Sampling of test items	<input type="checkbox"/>

MARKING GRADE

S = Satisfactory SB = Satisfactory with Briefing U = Unsatisfactory N/O = Not Observed
(Comments required for each U/SB assessment in the Remarks)

Scope		Grade	Remarks
DELIGATED AUTHORITY	a. FTE Delegation		
	b. Authorized person delegation		
PRE-FLIGHT BRIEFING	a. Content Adequacy		
	b. Clarity		
	c. Rapport with Candidate		
	d. Oral Questions		
SCOPE OF FLIGHT CHECK	a. Use of Questions		
	b. Required Items Covered		
	c. Relative to Briefing		
CONDUCT OF FLIGHT CHECK	a. Standard Procedures		
	b. Flight test profile		
	c. Realism		
	d. Relative to Briefing		
	e. Rapport with Candidate		
	f. Time Management		
POST-FLIGHT BRIEFING	a. Content Adequacy		
	b. Relative to Flight Check		
	c. Coverage(Errors/weaknesses)		
	d. Debriefing technique		
ADMINISTRATION	a. Flight Test		
	b. Assessment validity		
	c. Flight Test Report		
FLIGHT CHECK REPORT	a. Coverage(Errors/weaknesses)		
	b. Content – General		
	c. Assessment Validity		

Assessment Evaluation: Pass ☐ Fail ☐ Remedial training Required ☐
General Comments :

Signature and Date :
(CAA Inspector / DGCA
appointed Senior Examiner)

APPENDIX B

Eligibility Assessment

Rating70.....85.....100

	Not Yet Competent	Competent	Ideal
1	The applicant does not have, or does not use, a procedure to establish the candidate's identity	The applicant has (and uses) an adequate procedure for establishing the identity of the candidate	The applicant employs a reliable procedure for establishing the identity of the candidate that minimizes possible error.
2	The applicant does not ensure that the candidate meets the eligibility requirements of the licence or rating applied for	The applicant compares the candidate's pilot licence (if applicable), medical and rating with the applicable eligibility requirements.	The applicant compares the candidate's pilot licence (if applicable), medical and ratings with the applicable legislation using procedures that eliminate all risk if error.
3	The applicant does not ensure that all prerequisites written examination have been completed.	The applicant ensures all prerequisites written examination have been completed, are valid and current.	The applicant uses a procedure that eliminating all risk of the test continuing when prerequisites incomplete, invalid or non-current.
4	The applicant does not ensure that the applicable records have been signed for (when applicable)	The applicant ensures all applicable records have been certified by a flight instructor (where applicable)	The applicant ensures that a flight instructor has provided "evidence" of improvement in relation to all relevant records (where applicable)
5	The applicant does not consider the operator's additional requirements (when and if applicable) e.g. training records	The applicant compares the candidate's experience and training with the operator's additional requirements (as and if applicable)	The applicant ensures that the candidate's experience and training meet or exceed the operator's additional requirements (as and if applicable)
6	The applicant incorrectly assesses the suitability of the aircraft for the test to be undertaken.	The applicant correctly assesses the suitability of the aircraft for the test to be undertaken.	

Comments:-

Name and Signature of examiner:-

APPENDIX C

Logbook Assessment

Rating70.....85.....100

	Not Yet Competent	Competent	Ideal
1	The applicant does not ensure that the candidate meets the experience requirements of the licence or rating applied for	The applicant compares the candidate's logged and certified flight time with the applicable eligibility requirements and it's associated AC adequately	The applicant compares the candidate's logged and certified flight time with the applicable legislation using procedures that eliminate all risk of error.
2	The applicant is not aware of the logging of flight time requirements (for the licence or rating involved)	The applicant demonstrates adequate knowledge of the logging of flight time requirements (for the licence or rating involved)	The applicant demonstrates a thorough knowledge of the logging of flight time requirements
3	The applicant does not establish the currency applicable ratings	The applicant establishes the currency of any applicable rating and briefs the candidate on the consequences as and if applicable	The applicant demonstrates a thorough knowledge of how currency of an applicable rating can affect the conduct of the flight test
4	The applicant incorrectly assesses the validity of the candidate's aircraft type rating for the aircraft to be used.	The applicant correctly assesses the validity of the candidate's aircraft type rating of the aircraft to be used.	The applicant demonstrates a thorough knowledge of the validity requirements of aircraft type ratings.

Comments:-

Name and Signature of examiner:-

APPENDIX D

Flight Test Syllabus Briefing

Rating70.....85.....100

	Not Yet Competent	Competent	Ideal
1	The briefing does not set an appropriate tone, lacks interaction, unfriendly, does not seek input and / or does not open to queries from the candidate	The briefing sets an appropriate tone, is interactive and is open to queries from the candidate	The briefing is informative interactive and professional
2	The applicant omits applicable briefing items	The applicant briefs each applicable point clearly and thoroughly and to the understanding of the candidate	The applicant employs a procedure which ensures all applicable points are thoroughly briefed and ensures candidate understanding.

Comments:-

Name and Signature of examiner:-

APPENDIX E

Questioning

Rating70.....85.....100

	Not Yet Competent	Competent	Ideal
1	The applicant does not use an appropriate tone / or does not question the candidate on tasks appropriate to the relevant Flight Test Standards Guide.	The applicant questions the candidate on all appropriate tasks as described in the relevant Flight Test Standards Guide	The applicant phrases all questions appropriate to the tasks described in the relevant Flight Test Standards Guide without ambiguity and in a very professional manner
2	The applicant uses only closed questions	The applicant questions the candidate using mainly open questions	The applicant phrases all questions to determine understanding, application and/ or knowledge as appropriate.

Comments:-

Name and Signature of examiner:-

APPENDIX F

Knowledge of Relevant Rules and Documents

Rating70.....85.....100

	Not Yet Competent	Competent	Ideal
1	Has insufficient knowledge of the Rules and / or associated advisory circular(s) relevant to the examiner authorization(s) sought	Has adequate knowledge of the Rules and associated advisory circular(s) relevant to the examiner authorization(s) sought	Demonstrates a thorough knowledge of the Rules and associated advisory circular(s) relevant to the examiner authorization(s) sought
2	Has insufficient knowledge of the requirement to only conduct those flight tests for which authorization has been granted by the DGCA	Only conducts those flight tests for which authorization has been granted by the DGCA	Has a procedure in place to ensure that examiner privileges are not exercised outside the currency requirements.
3	Is unaware of the requirement to conduct all flight examining	Conducts all flight examining.	
4	Exercise the privileges of a flight examiner outside the currency period.	Has adequate knowledge of the examiner rating currency requirements.	

Comments:-

Name and Signature of examiner:-

APPENDIX G

Knowledge of Flight Test Performance Limits

Rating70.....85.....100

	Not Yet Competent	Competent	Ideal
1	Has insufficient knowledge of the flight test syllabus applicable to the flight test the candidate is to undertake.	Demonstrates adequate knowledge of the flight test syllabus applicable to the flight test the candidate is to undertake.	Demonstrates a thorough knowledge of the flight test syllabus applicable to the flight test the candidate is to undertake.
2	Has insufficient knowledge of the performance parameters applicable to the flight test the candidate is to undertake	Demonstrates adequate knowledge of the performance parameters applicable to the flight test the candidate is to undertake.	Demonstrates a thorough knowledge of the performance parameters applicable to the flight test the candidate is to undertake.

Comments:-

Name and Signature of examiner:-

APPENDIX H

In Flight Assessment

Rating70.....85.....100

	Not Yet Competent	Competent	Ideal
1	Omits items from the syllabus and/ or CAASL Flight Test Examiner Handbook or the operator's procedures(where applicable)	Conducts the flight test in accordance with the applicable syllabus and CAASL Flight Test Examiner Handbook or operator's procedures(as applicable)	Correctly assess the candidate's ability to manage the aircraft under normal, abnormal and/or emergency situations with reference to recognized and accepted procedures.
2	Can do correctly assess the candidate's ability to manage the aircraft under normal, abnormal and/or emergency situations	Correctly assess the candidate's ability to manage the aircraft under normal, abnormal and/or emergency situations	Unobtrusively keeps a clear and comprehensive record of the flight test.
3	Does not keep an adequate record of the flight tests	Keeps a clear and comprehensive record of flight test.	

Comments:-

Name and Signature of examiner:-

APPENDIX I

Debriefing

Rating70.....85.....100

	Not Yet Competent	Competent	Ideal
1	Makes an appropriate pass/fail recommendation to the CAASL Examiner	Makes an appropriate pass/fail recommendation to the CAASL Examiner	Makes an appropriate pass/fail recommendation to the CAASL Examiner based on the same observations as the CAASL Examiner
2	Does not invite candidate (or crew) self-analysis (as applicable)	Invites candidate (or crew) self-analysis (as applicable)	Encourages self-analysis (as applicable)
3	Does not demonstrates a fair and unbiased debriefing of the candidate's performance.	Conducts a fair and unbiased debriefing of the candidate's performance, based on identifiable events.	Appropriately praises and reinforce well fawn/ managed aspects of the flight.
4	Does not praise or reinforce well flown/ managed aspects of the flight.	Praises and reinforces well flown/ managed aspects of the flight.	Provides the candidate with the results of the flight test in a timely manner
5	Does not provide the candidate with the results of the flight test.	Provides the candidate with the result of the flight tests	Where the results is a fail constructively outlines the reasons for the failure with reference to the appropriate Flight Test Examiner Handbook Guidance material/ or the operator's exposition (as applicable)
6	Where the results is a fail, does not outline the reasons for the failure or is inappropriately critical.	Where the results is a fail, constructively outlines the reasons for the failure.	

Comments:-

Name and Signature of examiner:-

APPENDIX J

Knowledge of Mandatory Fail Aspects

Rating70.....85.....100

	Not Yet Competent	Competent	Ideal
1	Is unaware of the mandatory fail aspects for the examiner privileges(s) sought.	Demonstrates adequate knowledge of the mandatory fail aspects In relation to the examiner privilege(s) sought.	Demonstrates thorough knowledge of the mandatory fail aspects in relation to the examiner privilege(s) sought.
2	Does not apply a mandatory failure to the e candidate flight test if the applicant is required to intervene in the interests of safety with any physical actions.	Applies a mandatory failure to the candidate's flight test if the applicant is required to intervene with any physical action.	Without reference to the CAASL Examiner, applies a mandatory failure to the candidate's flight test if the applicant to intervene with any physical action

Comments:-

Name and Signature of examiner:-

APPENDIX K

Knowledge of Training Requirements

Rating70.....85.....100

	Not Yet Competent	Competent	Ideal
1	Where the results is a fail, does not advices the candidate of any retraining required	Where the results is a fail, (or in response to a simulated scenario) advises the candidate and the certificate holder or the CAASL Examiner (as appropriate), of any retraining required.	Demonstrates a thorough knowledge of appropriate additional training required to meet the standard of the licence, rating or operational competency requirements in relation to the candidate's observed performance and/ or as simulated by the CAASL.
2	Where the results is a fail, does not advise the candidate that they may not exercise the privileges of the licence or rating (as applicable)	Where the results is a fail, advises the candidate that they may not exercise the privileges of the licence or rating (as applicable)	Where the results is a fail, ensures the candidate understands that they may not exercises the privileges of the licence or raying (as applicable)

Comments:-

Name and Signature of examiner:-

APPENDIX L


Knowledge of Applicable Logbook Entries

Rating70.....85.....100

	Not Yet Competent	Competent	Ideal
1	Does not demonstrates an adequate knowledge of logbook entries, application forms and issue or renewal procedures in relation to the examiner authorization requested. (or held)	Demonstrates adequate knowledge of logbook entries, application forms and issue or renewal procedures in relation to the examiner authorization requested (or held)	Demonstrates a thorough knowledge of logbook entries, application forms and issue or renewal procedures in relation to the examiner authorization requested (or held)
2	Where the result of the flight test is a pass, does not issue the candidate with the appropriate log book certification	Where the results of the flight test is a pass, issue the candidate with correct, completed and appropriate log book certification.	
3	Does not provide the candidate and/ or the certificate holder with a copy of the flight test report	Provides the candidate and the certificate holder with a copy of the flight test report.	

Comments:-

Name and Signature of examiner:-

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Syllabus for Flight Test Examiner training (Aeroplane / Helicopter)

Module 1

Examiner duties, functions and responsibilities

Sub topics

1. Procedure on taking a flight test
2. Assessment of prerequisites of candidate
3. Identification of unsuccessful check ride
4. Administrative procedure following a unsuccessful check ride
5. Limitations related to check rides
6. SLCAP 3050 Part 1

Module 2

Applicable regulation and procedure


Sub topics

1. Civil Aviation Act No. 14 of 2010
2. Air Navigation Regulations of 1955
3. Implementing Standard 050, 051
4. Aviation Safety Notice 28
5. Other applicable operating regulations
6. SLCAP 3050 Part 1, Part 2 and Part 3

Module 3

Appropriate methods, procedure and techniques for conducting the required tests and checks.

Sub topics

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1. Aeroplane / Helicopter or simulator requirement for flight test
2. Flight test conduct procedures
3. Pre test documentation check
4. Role of the Examiner applicant during the flight test

Module 4

Proper evaluation of student performance including the detection of improper and insufficient training.

Sub topics

1. The assessment of applicant's demonstration competency
2. Fault analysis mechanism
3. Effective training procedures
4. Maintenance of safety standards by applicant


Module 5

Personal characteristics of an applicant

Module 6

Appropriate corrective action in the case of unsatisfactory tests and checks.

1. Any action or lack of action by the applicant that requires corrective intervention by the examiner to maintain safe flight
2. Failure to use proper and effective visual scanning techniques to clear the area before and while performing maneuvers.
3. Consistently exceeding tolerances stated in the Objectives.
4. Failure to take prompt corrective action when tolerances are exceeded.

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Module 7

Approved methods, procedures and limitations for performing the required normal, abnormal and emergency procedures in the aircraft.

1. Advice to examiner applicant when handling simulated emergencies
2. Chapter 3, paragraph 3.6, Chapter 4, paragraph 4.6, Chapter 5 paragraph 5.6 in Part – I of this manual.

Module 8

Test/Check Standards

1. Part 1 of SLCAP 3050
2. Part 3 of SLCAP 3050

Module 9

Purpose of Test and Checks

Module 10

Examiner preparation for Test/Check

Module 11

Weather minima

1. Applicable guidance of CAASL
2. Applicable implementing Standards


Module 12

Preflight – briefing

Content of the brief

Module 13

Applicant's planning and facilities

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Module 13

Airmanship

Module 14

Assessment System

Module 15

Flight Management

Module 16

Conduct of Test/Check

Module 17

Repeat items

Possibilities of repetition

Module 18

Pass/fail criteria

Module 19

Test result

Module 20

Post flight – debrief

1. Sequence of debrief
2. Importance of involving the student for debrief

Module 21

Complaints and Appeals

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Module 22

Discussion on critical cases

Module 23

Industry samples

Module 24

Model evaluations