

Flight Examiner Manual and Policy for Helicopter Examiners Authorised as TRE, SFE

Issue 2 Revision 0

Table of Contents

Amendment Summary	5
Abbreviations	6
Definitions	9
Chapter 0 - Introduction	11
0.1 Actual changes to the prior version.....	11
0.2 Purpose.....	11
0.3 Scope	11
0.4 Flight Examiner's Manual	11
0.5 Introduction and Limitations	12
0.6 Records and control of document	12
0.7 Relevant documents.....	12
0.8 Limitations for check flights.....	14
Chapter 1 – General Requirements	16
1.1 Register of Examiners	16
1.2 Examiners	16
1.3 Examiners assessment of competence.....	17
1.4 Examiner qualifications and roles.....	17
1.5 Examiner Validity.....	19
1.6 Examiners' Standardisation – FCL.1015.....	19
1.7 Preparation of the examiner refresher seminar.....	21
1.8 Application and Administration Procedure	22
Chapter 2 – Practical training of examiners	22
2.1 General	22
2.2 Training Content	23
2.3 Skill Test/Prof Check Standards	23
2.4 Pre-flight briefing.....	24
2.5 Airmanship.....	26
2.6 Situational Awareness	28
2.7 Assessment System	28
2.8 The components of Threat and Error Management (TEM) Model	30
2.9 Oral questions.....	35
2.10 Definition of strong and weak elements of performance	36
2.11 Pass/Fail criteria	38
2.12 Post flight - debriefing	40
2.13 Complaints and Appeals	40
Chapter 3 – Test Standards	40
3.1 Introductory notes.....	40
3.2 Pre-flight Checks and Procedures (all items are mandatory)	41

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3.2.1 Practical Knowledge	41
3.2.2 Flight Planning	41
3.2.3 Pre-Flight	43
3.2.4 Engine Start	44
3.2.5 Air-Taxi-Out	46
3.3.2 Take-Off	47
3.3.3 Climbing and Descending turns to specified headings	48
3.3.4 Autorotative descent and landing and power recovery	49
3.3.5 Landing and Go-around	50
3.4 Normal and abnormal operations of systems and procedures (Mandatory minimum of 3 items)	51
3.4.1 Normal/Abnormal operations	51
3.5 Abnormal and Emergency Procedures (Mandatory minimum of 3 items)	52
3.5.1 Abnormal/Emergencies procedures	52
3.5.2 Fire drills and Smoke control and removal	53
3.5.3 Engine Failure	53
3.5.4 Tail rotor control failure or loss	54
3.5.5 Transmission malfunctions and other emergencies as outlined in the appropriate Flight Manual	55
3.6 Instrument Flight Procedures (performed in actual or simulated IMC)	55
3.6.1 Holding	55
3.6.2 Descent	56
3.6.3 Approach General	57
3.6.4 Go-Around	60
3.6.5 Baulked Landing 50 Feet	61
3.6.6 Air-Taxi In – Block On	62
3.6.7 PNF/PM Duties	63
3.6.8 Rejected Take-Off	64
3.7 Use of optional equipment	65
3.7.1 General	65
3.8 Oral Theoretical Knowledge for Type Rating Skills Test (INITIAL ISSUE)	66
3.8.1 Technical Knowledge	66

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Appendix 1 – examiner assessment of competence, Ist/lpc/opc	68
Appendix 2 – detailed testing standard.....	86
Appendix 3 – performance criteria.....	117
Appendix 4 – testing in simulators.....	120
Appendix 5 – training and testing in aircraft.....	121
Appendix 6 – examiner standardisation & competencies	126
Appendix 7 – the tm-cad issued easa licence explained	135
Appendix 8 – operator proficiency and training programmes	143
Appendix 9 – tri	148
Appendix 10 – authorisation and disciplinary action.....	157
Appendix 11 – regulatory reference material and useful links	160
Appendix 12 – contact details	161
Appendix 13 – the eu general data protection regulation.....	162

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Amendment Summary

Paragraph	Change

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Abbreviations

ACA	Airspace Control Activity
ACH	ATC Flight Plan Change
ADF	Automatic Direction Finding
AFM	Aircraft Flight Manual
AGL	Height Above Ground Level
AI	Artificial Indicator
AIC	Aeronautical Information Circular
AIP	Aeronautical Information Publication
AMC	Acceptable Means of Compliance
ANO	Air Navigation Order
AoC	Assessment of Competence for Part-FCL
APU	Auxiliary Power Unit
ATC	Air Traffic Control
ATIS	Automatic Terminal Information Service
ATO	Approved Training Organisation
CAS	Calibrated Airspeed
CDFA	Continuous Descent Final Approach
CDL	Configuration Deviation List
CFIT	Controlled Flight into Terrain
CPL	Commercial Pilot Licence
CRI	Class Rating Instructor
DA or DH	Decision Altitude or Decision Height
DI	Direction Indicator
DME	Distance Measuring Equipment
DPATO	Defined point after take-off
DPBL	Defined point before landing
EFATO	Engine Failure After Take-Off
EASA	European Aviation Safety Agency
ETA	Estimated Time of Arrival
EU	European Union
FI	Flight Instructor
FIE	Flight Instructor Examiner
FIR	Flight Information Region
FE	Flight Examiner
FL	Flight Level
FMS	Flight Management System
FORDEC	Facts-Options-Risks-Decision-Execution-Check
FSTD	Flight Simulation Training Device
GM	Guidance Material
GND	Ground
GPS	Global Positioning System

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SHE	Horizontal Situation Indicator
IFR	Instrument Flight Rules
ILS	Instrument Landing System
IR	Instrument Rating
IRE	Instrument Rating Examiner
IRI	Instrument Rating Instructor
LAPL	Light Aircraft Pilot Licence
LOC	Instrument Landing System Localizer
LDG	Landing
LDP	Landing Decision Point
LLZ	Localizer
LPC	Licence Proficiency Checks
LPV	Localizer Performance with Vertical Guidance
LST	Licence Skill Test (Part-FCL skill test of initial issue)
MAP	Missed Approach Point
MAUM	Maximum all up Mass
MCC	Multi-Crew Coordination
MDA	Minimum Descent Altitude
ME	Multi-Engine
MEL	Minimum Equipment List
MEP	Multi-Engine Piston
MFD	Multi-Function Display
MSA	Minimum Safety Altitude
MTOW	Maximum take-off weight
NDB	Non-Directional Beacon
NOTAM	Notice to Airmen
OAT	Outside Air Temperature
OM	Operations Manual
PBN	Performance Based Navigation
PEL	Personnel Licensing
PF	Pilot Flying
PFD	Primary Flight Display
PM or PNF	Pilot Monitoring or Pilot Non-Flying
PPL	Private Pilot Licence
QRH	Quick Reference Handbook
RMI	Radio Magnetic Indicator
RRPM	Rotor RPM
RT	Radio Telephony
SE	Single Engine
SHE	Single Engine Helicopter
SEN	Senior Examiner
SEP	Single Engine Piston
SFE	Synthetic Flight Instructor
SID	Standard Instrument Departure

PEL Notice No. 88 Issue 2

Helicopter TR and SF Examiners Manual and Policy



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SIGMET	Significant Meteorological Information
SOP	Standard Operating Procedures
SP(H)	Single-Pilot Helicopters
ST	Skill Test
STAR	Standard Terminal Arrival Route
TPD	Take-off Decision Point
TEM	Threat and Error Management
TM-CAD	Transport Malta Civil Aviation Directorate
T/O	Take Off
TRE	Type Rating Examiner
TRI	Type Rating Instructor
UAS	Undesired Aircraft State
VFR	Visual Flight Rules
VMC	Visual Meteorological Conditions
V/F	Variable Flare
Vne	Never exceed speed
Vno	Normal operating range speed
Vy	Best rate of climb speed
VOR	Very High Frequency (VHF) Omni-Directional Range
WX	Weather

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Definitions

Applicant	Pilot requiring a rating or certificate
Candidate	Pilot requiring initial examiner authorisation
Competency	Human Performance indicator and observable behavior
Acceptance test	Flight test conducted by a senior examiner (SEN) or inspector of ACG for an initial examiner authorisation. The purpose of the acceptance test is to prove that the candidate for an initial examiner authorisation is proficient and capable to undertake the duties of an examiner.
Demonstration of theoretical knowledge	The examiner applicant shall demonstrate to the inspector a satisfactory level of knowledge concerning regulatory requirements associated with the function of an examiner.
Duties of Crew during acceptance tests	It is important that all pre-flight briefings are thorough and that all members of the flight are aware of their duties and responsibilities throughout the acceptance test.
Dummy	Pilot acting as an applicant not requiring a rating. The primary duty of a 'dummy' is to act as an applicant in all aspects of the flight. During the flight it is important that he makes some errors (whether by accident or by design is not important), so that the candidate must observe, exercise judgement, assess and have something to debrief on. The 'dummy' is to include some obvious mistakes to be detected by the candidate. In general, he must try to simulate a typical flight of a marginal applicant. The purpose of the flight is to ensure that the candidate is aware of his duties as an examiner. A 'Pass' with no errors would prove very little. Therefore the 'dummy' needs to be an experienced pilot.
Part FCL	Regulation Air Crew Annex I
Part OPS	Regulation for Operators Annex III
Part MED	Regulation for Medicals Annex IV
Performance Criteria	Statements used to define required levels of performance
Proficient	Demonstration of necessary skills, knowledge and attitudes
Proficiency Check	a demonstration of skill to revalidate or renew ratings (e.g. LPC)
Revalidation	the administrative action taken within the period of validity of a rating or certificate which allows the holder to continue to exercise the privileges of a rating or certificate for a further specified period consequent upon the fulfilment of specified requirements
Renewal	the administrative action taken after a rating or certificate has lapsed for the purpose of renewing the privileges of a rating or certificate for a further period consequent upon the fulfilment of specified requirements
Senior Examiner (SEN) or Inspector	The SEN/Inspector must brief the candidate at the commencement of the exercise on their relative roles, i.e. the candidate will conduct the flight test without hindrance from the SEN, including briefings, conduct of flight, assessment and debrief and documentation. The SEN should remain as

PEL Notice No. 88 Issue 2

Helicopter TR and SF Examiners Manual and Policy

CIVIL AVIATION DIRECTORATE

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	unobtrusive as possible throughout the test, but at the same time observing the 'dummy' and the candidate
Skill Test	A demonstration of skill for licence or rating issue (e.g. LST)

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Chapter 0 - Introduction

0.1 Actual changes to the prior version

No revision

0.2 Purpose

This document has been established to satisfy requirements ensuring the conduct and performance of TM-CAD certified examiners in accordance with ARA.FCL.205.

0.3 Scope

This Manual is applicable for all Malta authorised TR and SF Examiners.

TM-CAD is required to maintain a database of examiners' names and personal e-mail addresses. If you change your e-mail address, please ensure that you use the email address below to inform us of any changes. Simply enter your Examiner reference number in the message field, and then send to cadpel.tm@transport.gov.mt.

0.4 Flight Examiner's Manual

This manual is published as an appendix to Commission Regulation (EU) No. 1178/2011 (as amended). Regulation (EU) No. 1178/2011, the EASA Air Crew Regulation came into force on 8 April 2012 and is defined as Part FCL. The requirements in the regulation shall always be adhered to.

The purpose of this document is to offer guidance on how to adhere to Regulation and national statutory laws. Nothing in this document is intended to conflict with the EASA Air Crew Regulation or Malta statute law where applicable. Whilst every effort is made to ensure that all information is correct at the time of publication, TM-CAD reserves the right to amend this document as required to accommodate changes to the primary authority documents, to correct errors and omissions or to reflect changes in national policy and best practice.

Furthermore, the document is intended to provide all examiners with a convenient and current reference on how to perform their examining duties. It is essential that examiners use current and standardised practices. The instructions, policy and guidance detailed in this document are for examiners conducting skill tests/ proficiency checks for Type Ratings on Helicopters (MP (H)) for Malta and EASA licences. Additional guidance material is also included. In accordance with ARA.205, Examiners shall comply with the instructions, policy and Guidance contained herein.

References and extracts from Part-FCL are for guidance only. Competent authorities and examiners shall not rely on those references and extracts unless they are checked against the most recent version of the Air Crew Regulation and its relevant AMC and GM material. Where the content of this document conflicts with EASA official publication, the official publication must be used.

CIVIL AVIATION DIRECTORATECivil Aviation Directorate, Transport Malta, Pantar Road, Flal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt**0.5 Introduction and Limitations**

TM-CAD issues flight crew licences and ratings in accordance with the requirements of the Part FCL and Part ARA. TM-CAD shall ensure that the applicant of a licence or rating has qualified by reason of knowledge, competence and skill to hold the appropriate licence or rating. TM-CAD will therefore certify suitably experienced and qualified pilots as examiners to conduct the necessary skill tests or proficiency checks.

An examiner shall hold a certificate detailing the privileges that he may exercise. In this role, the examiner shall be mindful that he/she is performing a function on behalf of Malta and European Law even when conducting Skills Tests (ST) or Licence Proficiency Checks (LPC) within his own company.

Skill tests and/or proficiency checks that are carried out on Malta issued licence holders should be conducted in accordance with this document. Knowledge of this document and its practical application is vital for the examiner's conduct and assessment of skill tests or proficiency checks. Guidance concerning the conduct of skill tests and proficiency checks may be obtained from TM-CAD Personnel Licensing Unit on email – cadpel.tm@transport.gov.mt. Every examiner is responsible to check the latest version of this manual before conducting check flights. Feedback is highly appreciated and can be sent to TM-CAD Personnel Licensing Unit.

It is mandatory for pilots to inform Licensing Applications (cadpel.tm@transport.gov.mt) of any changes to their contact details.

Any limitations published in this manual must be adhered to unless more restrictive limits are published in the organisations operation manual or training manual or the aircraft AFM/POH.

0.6 Records and control of document

Name of record	Archive location	Archiving period
Check form, Manual Entry in Licence	Hardcopy	7 years

0.7 Relevant documents

Malta Air Navigation Order

Relevant TM-CAD Skill Test/ Proficiency Check and Report Forms

EASA Examiner Differences Document

PEL Notice 49 - Designation of Examiners

PEL Notice 50 - Examiner Differences Document

PEL Notice 57 - Guidance on requesting a review of the conduct of a test, exam or certificate with reference to FCL.055, FCL.1030 and CC.CCA.110

PEL Notice 81 - Flight Examiner Manual and Policy for Helicopter Examiners Authorised as FE, IRE & FIE

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 12 of 163
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PEL Notice No. 88 Issue 2

Helicopter TR and SF Examiners Manual and Policy



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0.8 Limitations for check flights

Part-FCL.1005 states an examiner shall not conduct skill tests or assessments of competence of applicants for the issue of a licence, rating or certificate:

- (1) to whom they have provided more than 25% of the required flight instruction for the licence, rating or certificate for which the skill test or assessment of competence is being taken; or
- (2) skill tests, proficiency checks or assessments of competence whenever they feel that their objectivity may be affected.

Examples of situations where the examiner should consider if his objectivity is affected are when the applicant is a relative or a friend of the examiner, or when they are linked by economic interests/political affiliations, etc.

During examination flights no additional person without special duties shall be carried on board. Malfunction/Emergency Training:

Before the flight, the examiner must perform a risk assessment especially regarding the planned malfunction/emergency training to determine the magnitude of risk and to establish whether measures are needed to stay within acceptable limits of safety.

1. Malfunction and emergency procedures are only allowed to be performed if the corresponding procedures are published in the manufacturer's manual.
2. Malfunction and emergency training in the Helicopter must be performed via touch drill according to the restrictions of the AFM/POH. The exact procedure must be briefed before the flight. The application priority of the procedure is as follows: first the published manufacturer's procedure and second procedures as trained by the ATO.
3. Pulling of circuit breakers in the Helicopter during flight or ground manoeuvres for the simulation of malfunctions and emergencies is forbidden.
4. Actual engine shut down on the Helicopter is not allowed to be performed. The simulated engine failure is to follow the corresponding procedure available in the AFM/POH. The following limitations must be applied:
 - I. Minimum altitude for simulated engine failure is 1000ft AGL (unless engine failure is simulated in the hover).
 - II. VMC.
 - III. Visual contact to the ground.
 - IV. Within reasonable distance to assure landing (depending on aircraft specifications)
 - V. ATC informed (if applicable).
 - VI. Procedures and limitations according AFM/POH must be applied.
5. Minimum altitude for steep turns is 2000 ft above GND.

Planning criteria for check flights:

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 14 of 163
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1. Every limitation published in AFM/POH/OM strictly applies. Wind gusts above the limit are not acceptable.
2. No flights are to be conducted disregarding MEL/CDL limits (if published).
3. T/O under weather conditions below LDG minimum is only allowed with a planned T/O alternate.
4. Lowest WX minimum for Single engine Helicopters under IFR en-route: 1000ft cloud base / 1.5 km horizontal visibility.
5. No flight shall be commenced without required documents and associated obligations regarding valid rules and regulations.
6. No flight shall be commenced without valid charts, updated database and flight planning documentation appropriate to the flight rules.

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Chapter 1 – General Requirements**1.1 Register of Examiners**

Transport Malta Civil Aviation Directorate, PEL Unit will maintain a register of examiners, containing the files of examiners who never met the requirements for the approvals sought.

Applicants for an examiner certificate shall demonstrate relevant knowledge, background and appropriate experience related to the privileges of an examiner; this may include the personality and character of the applicant and their cooperation with TM-CAD. TM-CAD shall also consider whether the applicant has been convicted of any relevant criminal or other offenses, considering Malta national law and principles of non-discrimination.

Applicants for an examiner certificate shall demonstrate that they have not been subjected to any sanctions including suspension, limitation or revocation of any of their licences, ratings or certificates issued in accordance with the Air Crew Regulation, for non-compliance with the Basic Regulation and its Implementing Rules during the last three years.

A TRE, and SFE shall hold a valid Class 1 or Class 2 Medical Certificate issued in accordance with Part-MED (as required depending on the privileges of the licence).

1.2 Examiners

Examiners shall hold an equivalent licence, rating or certificate to the ones for which they are authorised to conduct skill tests, proficiency checks or assessments of competence.

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

Examiners must be:

- Fit, firm and fair (objective) for their duty when carrying out examiner privileges.
- Fill out correctly all relevant documents
- Aware that they are responsible to Transport Malta - Civil Aviation Directorate only and not to an operator or approved training organisation.
- Aware that the main purpose of a test or check is to:
 1. Determine through practical demonstration during a test or check that an applicant has acquired or maintained the required level of knowledge and skill or proficiency.
 2. Improve training and flight instruction in ATOs by feedback of information from examiners about items or sections of tests or checks that are most frequently failed.
 3. Assist in maintaining and, where possible, improving air safety standards.

If an applicant fails to demonstrate that he/she fail of the conduction of the check the examiner must inform the applicant that the second attempt must be conducted by an examiner explicitly designated by the competent authority.

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Special conditions

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

Examination outside the territory of the Member States

In the case of skill tests and proficiency checks provided for an ATO located outside EASA member states, TM-CAD may issue an examiner certificate to an applicant holding a pilot licence issued by a third country in accordance with ICAO Annex 1, provided that the applicant:

- a) holds at least an equivalent ICAO Annex 1 licence, rating, or certificate to the one for which they are authorised to conduct skill tests, proficiency checks or assessments of competence, and in any case at least a CPL;
- b) complies with the requirements established in Subpart K for the issue of the relevant examiner certificate; and
- c) demonstrates to TM-CAD an adequate level of knowledge of European aviation safety rules to be able to exercise examiner privileges.

The certificate referred to above shall be limited to providing skill tests and proficiency tests/checks:

- a) outside the territory of EASA Member states; and
- b) to pilots who have sufficient knowledge of the language in which the test/check is given.

1.3 Examiners assessment of competence

The assessment of competence follows the provisions laid down in FCL.1020.

1.4 Examiner qualifications and roles

There will be two roles of examiners for Helicopter which are covered in this manual:

1. Type Rating Examiner (TRE(H))
2. Synthetic Flight Examiner (SFE(H))

Pilot-in-Command

When the candidate is occupying a pilot's seat, he/she is the only one with a clear view and full access to the controls, and often is most familiar with the type. He/she must be the PIC and the control of the aircraft is his/her responsibility. However, the Senior examiner/Inspector has an overriding responsibility in avoiding dangerous situations, although he/she has no full access to controls.

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Summary of privileges for flight examiners FE (H) (included here for information purposes only)
Refer to PEL Notice 81

Summary of privileges for flight examiners TRE (H)

Part-FCL reference:	FCL.1005.TRE (H)
Privileges for TRE (H)	TRE(H). The privileges of a TRE(H) are to conduct: (1) skill tests and proficiency checks for the issue, revalidation or renewal of helicopter type ratings; (2) proficiency checks for the revalidation or renewal of IRs, or for the extension of the IR(H) from single-engine helicopters to multi-engine helicopters, provided the TRE(H) holds a valid IR(H); (3) skill tests for ATPL(H) issue; (4) assessments of competence for the issue, revalidation or renewal of a TRI(H) or SFI(H) certificate, provided that the examiner has completed at least 3 years as a TRE.

Part-FCL reference:	FCL.1005.SFE (H)
Privileges for TRE (H)	SFE(H). The privileges of an SFE(H) are to conduct: (1) skill tests and proficiency checks for the issue, revalidation and renewal of type ratings; (2) proficiency checks for the revalidation and renewal of IRs if those checks are combined with the revalidation or renewal of a type rating, provided that the SFEs have passed a proficiency check for the aircraft type including the instrument rating within the last year preceding the proficiency check; (3) skill tests for ATPL(H) issue; and (4) assessments of competence for the issue, revalidation or renewal of an SFI(H) certificate, if they have completed at least 3 years as an SFE(H) and have undergone specific training for the assessment of competence in accordance with point FCL.1015(b).

Record Keeping

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

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

For further details refer to FCL.1030

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 18 of 163
--	---------------------------	----------------

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Hal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

1.5 Examiner Validity

IRE, TRE, FIE and SFE certificates shall be valid for three years until the last day of the month and shall be revalidated in accordance with Part-FCL Subpart K. Consequently, an instructor who is also an examiner may have different expiry dates for the two qualifications.

Examiners should note that examining privileges may only be exercised when the corresponding instructor qualification is valid.

1.6 Examiners' Standardisation – FCL.1015

Holders of an examiners certificate shall not conduct skill tests, proficiency checks or assessments of competence of an applicant for which the competent authority is not the same as that which issued the examiner's certificate, unless they have reviewed the latest available information containing the relevant national procedures of the applicant's competent authority.

- a) For Malta authorised examiners - FCL.1015 paragraph (b)(3) requires all TM-CAD issued examiners to receive a briefing on the national administrative procedures, requirements for the protection of personal data, liability, accident insurance and fees. This will be completed during the Malta Examiner Standardisation Course.
- b) All non-Malta Examiners conducting skill tests, proficiency checks or assessments of competence on Malta licence holders are required to be fully conversant with TM-CAD procedures.
- c) Also for non-Malta authorised examiners – FCL.1015(c)(1) requires the examiner to inform the competent authority of the applicant and of their intention to conduct the skill test, proficiency check or assessment of competence and of the scope of their privileges as examiners in accordance with the latest EASA Examiner differences document;
- d) The competent authority is required to develop procedures to designate examiners for the conduct of skill tests (ARA.FCL.205(c)). This procedure can be found in the latest EASA Examiner Differences Document and the latest version of PEL Notice 49.
- e) All non-TM-CAD authorised examiners wishing to conduct a skill test, proficiency check or assessment of competence on an applicant who holds an EASA pilot licence issued by Malta, shall refer to the EASA Examiner Differences Document on the EASA website, FCL.1015(c).
- f) TM-CAD is required under ARA.FCL.205(b) to maintain a list of all examiners exercising the privileges of their examiner's certificate within Malta. This list is published and updated on a regular basis.
- g) All personal data will be handled in accordance with EU Data Protection Act 2016/679.

CIVIL AVIATION DIRECTORATECivil Aviation Directorate, Transport Malta, Pantar Road, Hal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mtRevalidation and Renewal - Part-FCL 1025(b)

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

- (1) before the expiry date of the certificate to have conducted at least six skill tests, proficiency checks, assessments of competence or EBT evaluation phases during an EBT module referred to in point ORO.FC.231 of Annex III (Part-ORO) to Regulation (EU) No. 965/2012;
- (2) Revalidation and renewal criteria for examiner certificates includes the requirement for the holder 'to attend an examiner refresher seminar provided by the competent authority or by an ATO and approved by the competent authority, during the last year of the validity period.

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

Requirements for examiner seminars are as follows:

- An ATO must hold a specific approval from the TM-CAD to conduct examiner refresher seminars. These are required to be monitored as part of the TM-CAD management system and shall be periodically audited.
- An examiner refresher seminar will normally consist of a full day course and examiners shall attend the entire seminar. To gain maximum benefit from sharing feedback and experience, seminars are ideally held with several candidates present. This will be subject to TM-CAD oversight. If one-off seminars are required for individuals, TM-CAD shall be informed.
- The facilitator of the seminar shall either be a TM-CAD Inspector, a Malta Senior Examiner or a FE course tutor. Other persons may be accepted at the discretion of TM-CAD. Persons shall be nominated by the ATO for the purpose.
- An examiner shall attend an examiner refresher seminar in the last year of their validity period. Whilst not a formal requirement, it is recommended that examiners attend a refresher seminar prior to conducting an assessment of competence.
- The ATO shall establish a procedure with the TM-CAD whereby informing TM-CAD of an individual's attendance at a seminar, for example a Course Completion Certificate. Once completed, this should be sent by the candidate or the ATO to cadpel.tm@transport.gov.mt with any respective application for revalidation of an examiner certificate.

Minimum required syllabus:

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 20 of 163
--	---------------------------	----------------

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Flal Lija LJA 9023 Malta. Tel:+356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

- information on the national administrative procedures including designation for the skill tests, licence endorsements when revalidating or renewing a licence,
 - correct filling of forms,
 - protection of personal data,
 - liability,
 - accident insurance,
 - fees,
 - the examiner differences document,
 - retention of documents,
 - items which raised significant safety concerns locally or in general like runway incursions and runway excursions,
 - fundamentals of human performance and limitations relevant to flight examination
 - information on new regulations concerning examiners.
- (3) One of the skill tests, proficiency checks, assessments of competence or EBT evaluation phases conducted in accordance with (1) above, within the last 12 months immediately preceding the expiry date of the examiner certificate shall have been assessed by an inspector from TM-CAD or by a senior examiner specifically authorised to do so by TM-CAD.

Renewal - Part-FCL 1025(c)

To renew an examiner certificate, the applicants shall comply with the requirements in point (2) and point FCL.1020 in the period of 12 months immediately preceding the application for the renewal.

1.7 Preparation of the examiner refresher seminar

The examiner refresher seminar is prepared by the Head of the Flight Operations Inspectorate or an inspector appointed by him/her and the Head of Personnel Licensing or an inspector appointed by him/her after consultation with the Safety Unit.

Delivery of the examiner refresher seminar

For FE up to PPL the examiner refresher seminar is conducted by the Inspector General Aviation. For other examiners the examiner refresher seminar is conducted by the FIE contracted by Transport Malta.

The part on national administrative procedures, protection of personnel data, liability, accident insurances, fee, filling of forms and information on new regulations can also be provided by a PEL Inspecting Officer or the Head of Personnel Licensing.

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Hal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

1.8 Application and Administration Procedure

For an initial application, once the Examiner Standardisation course has been booked, the examiner applicant will submit an application and the appropriate fee to cadpel.tm@transport.gov.mt. This should normally be at least 4 weeks before the requested Examiner AoC.

For a revalidation, an application for an Examiner AoC together with the appropriate fee shall first be sent to cadpel.tm@transport.gov.mt a minimum of 4 weeks prior to a requested assessment date.

It is the responsibility of Examiners to notify cadpel.tm@transport.gov.mt immediately of any changes to their circumstances that may affect the validity of the certificate and any privileges attached. Examples of such changes could be: change of aircraft type, ceasing to exercise the privileges of the certificate, loss of licensing privileges and medical fitness.

Fees payable are laid down in the Air Navigation Order Scheme of Charges.

Contact Addresses:

For General Enquiries on Examiner matters, including Certificates and Applications:

Personnel Licensing Department
Civil Aviation Directorate
Transport Malta
Malta Transport Centre
Pantar Road
Lija LJA 2021
Malta
E-mail: cadpel.tm@transport.gov.mt

Chapter 2 – Practical training of examiners

2.1 General

It is intended that all applicants for authorisation must have received a TM-CAD approved initial training before undertaking an acceptance flight with an inspector/senior examiner.

The standards of competence of pilots depend to a great extent on the competence of examiners. Examiners will be briefed by the authority on the air crew regulation requirements, the conduct of skill tests and proficiency checks, and documentation and reporting. Examiners shall also be briefed on the protection requirements for personal data, liability, accident insurance and fees, as applicable in Malta.

Applicants for an examiner certificate shall demonstrate their competence to an inspector from TM-CAD or a senior examiner specifically authorised to do so by TM-CAD responsible for the

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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.

2.2 Training Content**Specific flight test and check training**

Detailed knowledge of the tests and checks which the authorisation is sought for is required. Training must cover:

1. Knowledge and management of the test which the authorisation is sought for. These are described in the relevant Chapters in this manual.
2. Knowledge of the administrative procedures pertaining to that test/check
3. For an initial examiner authorisation practical training in the examination of the test profile sought is required.
4. An examiner certification acceptance test flight with an inspector or senior examiner designated by the authority, e.g. for FE (PPL) this is to be the PPL skill test.

2.3 Skill Test/Prof Check Standards

Standards of performance are central to a consistent conduction of tests and checks by examiners throughout EASA member states:

1. Examiners shall consistently apply Part-FCL standards during a test/check. However, as the circumstances of each test/check conducted by an examiner may vary, it is also important that an examiner's test/check assessment considers any adverse condition(s) encountered during the test/check.
2. It is emphasised that test/check applicants should concern themselves only with flying and operating the Helicopter to the best of their ability. Definition of and compliance with the test standards is the responsibility of the examiner. The test standards are depicted in Chapter 3 as a reference for the examiner and applicant
3. The examiner is expected to display sound judgement particularly when establishing any abnormal or simulated emergency exercise so that the safety of the flight is never placed at risk.
4. Throughout the flight compliance with briefing/checklists, procedures, anti-icing and de-icing precautions, airmanship, ATC liaison and compliance, RT procedures, flight management and MCC (where applicable) will be assessed.
5. Examiners are reminded that applicants may appeal against the conduct of any test/check in accordance with EASA regulations and the procedure in the Malta ANO.

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Note: The examiner shall be the Pilot-in-Command, except in circumstances agreed by the examiner.

2.4 Pre-flight briefing

Examiner approach

The performance of an applicant under test conditions will often be adversely affected by some degree of nervous tension, but the examiner can do much to redress the balance in his/her favour by the adoption of a friendly and sympathetic attitude.

An examiner should create a friendly and relaxed atmosphere both before and during a test or check flight. A negative or hostile approach shall be avoided.

Any suggestion of haste during briefing should be avoided and the applicant should be encouraged to ask as many questions as he/she wishes at the conclusion of each section. Clear and unhurried instructions at this stage will not only serve to put the applicant at ease but will ensure when airborne that the flight proceeds smoothly and without unnecessary delay.

Construction of the briefing

The pre-flight briefing may be conducted as one or more separate elements to give the applicant the maximum opportunity to understand and prepare what is expected of him/her.

Briefing content

The applicant shall be given ample time and facilities to prepare for the test flight. The briefing shall cover at least the following:

1. safety objectives pertinent to the conduct of the check or test
2. any limitations or tolerances against which the check or test will be assessed
3. the objective of the flight
4. licence checks, as necessary
5. freedom for the applicant to ask questions
6. operating procedures to be followed (e.g. operators manual)
7. weather assessment
8. operating capacity of applicant and examiner
9. aims to be identified by the applicant
10. simulated weather assumptions (e.g. icing, cloud base)
11. contents of exercise to be performed
12. agreed speed and handling parameters (e.g. V-speeds, bank angle)
13. use of RT
14. respective roles of applicant and examiner (e.g. during emergency)
15. administrative procedures (e.g. submission of flight plan) in flight

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Examiner training must focus on the requirements to maintain the necessary level of communication with the applicant. The following check details shall be followed by the examiner applicant:

1. involvement of examiner in a multi-pilot operating environment
2. the need to give the 'applicant' precise instructions
3. responsibility for a safe conduction of the flight
4. intervention by the examiner when necessary
5. liaison with ATC and the need for concise, easily understood intentions
6. prompting the 'applicant' regarding required sequence of events (e.g. following a go-around)
7. keeping brief, factual and unobtrusive notes

Applicant's planning and facilities

The examiner shall conduct each test/check in such a manner as to stay in conformity with the guidance given by the authority such that each applicant is allowed adequate time for the test, normally not more than one hour. Adequate planning facilities must be available. The examiner will check that the applicant is aware of where resources are. A quiet briefing room should be used so that the planning can be completed without interruption or distraction.

Planning shall be completed without assistance from other students or instructors. Current ATC and meteorological information must be obtained.

A flight log shall be prepared, and the examiner may request a copy. The log may include such items as:

1. Route (including flight to the planned alternate aerodrome)
2. Communication and navaid frequencies (note that where this information is clearly displayed on planning documents, such as the charts to be used, it is not necessary to copy it into the log)
3. Planned levels and altitudes
4. Timings, ETAs
5. MSA, safety height or minimum levels/altitudes
6. Fuel (showing contingency fuel and space to plot fuel remaining at way points)
7. Space for logging ATIS and clearances in a chronological order. The route may require flight through airspace other than Class G airspace and consideration should be given to any special precautions during planning.

Planning and preparation must be completed by the crew, using material acceptable to the authority. Computerised flight/navigation plans or helicopter mass and balance calculations may be used during the allowed planning period. The applicant remains solely responsible for all planning calculations.

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Applicants will be required to calculate take-off and landing profiles for the conditions prevailing, usually for the most limiting sites expected on the flight.

2.5 Airmanship

Airmanship is the consistent use of good judgment and well-developed skills to accomplish flight objectives. This consistency is based on a cornerstone of uncompromising flight discipline and is developed through systematic skill acquisition and proficiency. A high state of situational awareness completes the airmanship picture and is obtained through knowledge of oneself, the aircraft, the whole environment, including other crewmembers, if applicable, and associated risks.

How the examiner assesses airmanship

Most aviation accidents and incidents happen due to poor crew resource management by the pilot. Fewer happen due to technical failures. However, Pass/Fail judgements based solely on airmanship issues must be carefully chosen since they may be entirely subjective.

It is therefore the examiner's role to observe how the applicant manages the resources available to him/her to achieve a safe and uneventful flight. The examiner must conclude that the success of the flight was a result of good airmanship and not good luck.

If the applicant shows early and consistent awareness of airmanship considerations (e.g. repetitive checking of icing conditions in a level cruise clear of icing conditions) the examiner may allow the applicant to brief only changes during the remainder of the flight.

Examiners themselves are required to exercise proper airmanship competencies in conducting tests/checks as well as expecting the same from applicants.

The foundations of airmanship**KNOWLEDGE****Knowledge of aircraft**

- Deep understanding of aircraft sub-systems, emergency procedures, cockpit automation, aircraft flight characteristics and operating limits.
- Knowledge of environment
 - Understanding of the physical environment and the effects on aircraft control.
 - Understanding of the regulatory environment.
 - Understanding of the organizational environment and the challenges posed to airmanship.

Knowledge of Risk Mitigation

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 26 of 163
--	---------------------------	----------------

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Flal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

- Understanding operational environment and associated risks, skill and proficiency, knowledge, situational awareness, judgement, aircraft.

SKILLS

- Physical skills
 - Flying skills
 - Navigation skills
 - Instrument flying
 - Emergency handling / recovery
- Flight deck management skills
 - Avoiding the pitfalls of automation (over-reliance, complacency, bias)
 - Information management skills
- Communication skills
 - Vigilance in monitoring communication
 - Using appropriate communication (phraseology, clear, concise)
 - Active listening - inquiry through communication
- Cognitive skills
 - Understanding and maintaining situational awareness
 - Problem solving / decision-making skills
 - Understanding and managing workload
 - Self-assessment
- Team skills
 - Performance monitoring
 - Leadership/initiative
 - Interpersonal skills
 - Co-ordination & decision-making
 - Team communication

ATTITUDE

Positive attitude (e.g. openness and honesty) foster trust among members of the flight crew. This trust, in return, can increase personal confidence and the ability to accomplish a task efficiently and safely. While trust can be earned, it must also be given. Lack of trust within a team or flight crew can increase risk during operations. Even though trust can aid in team building, team members should never accept a decision, action or proposed action without checking to see if it

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is correct for the situation. A good rule is to trust but verify. Insist that other team members do the same for your actions and decisions.

Examples for negative attitude as listed below are ones that have been shown to increase accident likelihood.

- Anti-authority
- Impulsiveness
- Invulnerability
- Machismo
- Resignation
- Complacency

Pilots must be able to recognize and correct their negative attitude before considering the attitude of other crewmembers. Understanding the five main negative and hazardous attitudes, the antidotes and the impact on airmanship is essential.

Hazardous attitude	Antidote
Anti-authority: "Regulations are for someone else."	"Follow the rules. They are that way for a reason."
Impulsivity: "I must act now, there's no time"	"Not so fast. Think first"
Invulnerability: "It won't happen to me"	"It could happen to me"
Macho: "I'll show you. I can do it"	"Taking chances is foolish"
Resignation: "What's the use?"	"Never give up. There is always something I can do"

2.6 Situational Awareness

For a pilot, situational awareness means having a mental picture of the existing inter-relationship of location, flight conditions, configuration and energy state of the aircraft as well as any other factors that could be about to affect its safety such as proximate terrain, obstructions, airspace reservations and weather systems. The potential consequences of inadequate situational awareness include CFIT, loss of control, airspace infringement, loss of separation, or an encounter with wake vortex turbulence, severe air turbulence, heavy icing or unexpectedly strong head winds.

2.7 Assessment System

Factors affecting evaluation

Comparing candidates with each other

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When working with a group of candidates, there may be a tendency to compare one candidate to the other. It's a natural thing to do. When conducting a flight test, however, compare the candidate's performance to the standards expressed in the *Performance Criteria*, not to a person who is more or less skilled. The reason for this is to give the candidate a fair and valid flight test.

Characteristics of evaluation

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

1. RELIABILITY

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

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

- fatigue - insufficient sleep or rest prior to the test
- emotions - work or personal problems at home
- health - cold, flu, etc.
- time of day - very early in the morning, or last trip of the day
- distractions - noise, interruptions, etc.

Examiners should be aware of these factors and attempt to limit their effects as much as possible as they may result in a lack of smoothness or accuracy in the candidate's performance. Examiners should also be aware that their ability to accurately assess the candidate's performance could be adversely affected by these same factors.

Testing for the purpose of licensing must remain clearly distinguished from training in order to maintain the reliability of an evaluation. For example, a second or third attempt, in air flight test items, may give the candidate the immediate practice needed to demonstrate a manoeuvre adequately. For this reason, an item will not be repeated unless one of the following conditions applies:

- Discontinuance of a manoeuvre for valid safety reasons, i.e., a go-around or other procedure necessary to modify the originally planned manoeuvre.
- Collision avoidance: examiner intervention on the flight controls to avoid another aircraft that the candidate could not have seen due to position or other factors.

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Fhal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

- Misunderstood request: a legitimate instance when a candidate does not understand an examiner's request to perform a specific manoeuvre. A candidate's failure to know the requirements of a specified manoeuvre is not grounds for repeating a task or manoeuvre.
- Other factors: any condition where the examiner was distracted to the point that the candidate's performance of the manoeuvre (radio calls, traffic, etc.) could not adequately be observed.

2. VALIDITY

Assessment of ground and air items must remain within the limits of the appropriate flight test standards. The scope of the test must be such that when candidates pass, they have met the skill requirements for the issuance of the certificate, licence or rating sought.

3. COMPREHENSIVENESS

A test is comprehensive if it contains a sample of all course material and measures of each area of skill and knowledge required to ensure the standard is met. Flight tests will be *comprehensive* if the examiner adheres to the items listed in the applicable Chapters with no additions or deletions.

4. OBJECTIVITY

Objectivity ensures the examiner's personal opinions *will not* affect the outcome or assessment of the test. Marks awarded must be made in accordance with the applicable performance criteria. Flight test marks are influenced to some degree by subjective opinions. Assessments will be more valid, less subjective, if the examiner is an experienced pilot, has sound and adequate background knowledge of the evaluation process and the expertise to accurately assess flight test applicants without prejudice.

2.8 The components of Threat and Error Management (TEM) Model

There are three basic components in the TEM framework:

1. Threats- events or errors that occur beyond the influence of acting persons, increase operational complexity, must be managed to maintain the margins of safety.
2. Errors - actions or inactions by somebody that lead to deviations from organizational or operational intentions or expectations. Unmanaged and/or mismanaged errors frequently lead to undesired states. Errors in the operational context thus tend to reduce the margins of safety and increase the probability of an undesirable event.

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Flal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

3. Undesired states - operational conditions where an unintended situation results in a reduction in safety margins. Undesired states that result from ineffective threat and/or error management may lead to compromised situations and reduce aviation operations safety margins. Often considered the last stage before an incident or accident.

TEM proposes that threats (such as adverse weather), errors (such as a pilot selecting a wrong automation mode), and undesired aircraft states (such as an altitude deviation) are everyday events that flight crews must manage to maintain safety. Therefore, flight crews successfully managing these events regardless of occurrence are assumed to increase their potential for maintaining adequate safety margins.

Threat Definition

Threats are defined as events or errors that:

- occur outside the influence of the flight crew (i.e. not caused by the crew);
- increase the operational complexity of a flight; and
- require crew attention and management for safety margins being maintained.

Using this definition, a threat can be high terrain, adverse weather conditions, an aircraft malfunction or other people's errors, such as an inaccurate recording of a fuel load by a dispatcher. All these events occur outside of the influence of the flight crew, yet they add to the crew's workload and need to be managed. Sometimes they can be managed independently and sometimes they interact with one another further complicating the necessary management.

Threat management can be broadly defined as how crews anticipate and/or respond to threats. A mismanaged threat is defined as a threat that is linked to or induces flight crew error.

Some of the common tools and techniques used in commercial aviation to manage threats and prevent crew errors include reading weather advisories, turning weather radar on early, thorough walk-arounds during pre-departure, correct use of procedures to diagnose unexpected aircraft malfunctions, briefing an alternate runway in case of a late runway change, and reasons for interruptions, and loading extra fuel when the destination airport is in question due to poor weather or restricted access.

Error Definition

Errors are defined as flight crew actions or inactions that:

- lead to a deviation from crew or organizational intentions or expectations;
- reduced safety margins; and
- increase the probability of adverse operational events on the ground or during flight.

Flight crew errors can be divided into three types:

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 31 of 163
--	---------------------------	----------------

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Fhal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

1. Aircraft handling errors: Aircraft handling errors are those deviations associated with the direction, speed and configuration of the aircraft. They can involve automation errors, such as dialling an incorrect altitude, or hand-flying errors, such as getting too fast and high during an approach.
2. Procedural errors: Procedural errors are flight crew deviations from regulations, flight manual requirements or aircraft operating procedures.
3. Communication errors. Communication errors involve a miscommunication between the pilots, or between the crew and external agents such as ATC controllers, flight attendants, and ground personnel.

Error management is an inevitable part of learning, adaptation, and skill maintenance. Hence, a primary driving force behind TEM is to understand what types of errors are made under what circumstances (i.e., the presence or absence of which threats) and how crews respond in such situations. For example: do crews detect and recover the error quickly, do they acknowledge the error but do nothing, perhaps because they believe it is inconsequential or will be trapped later, or do they only “see” the error when it escalates to a more serious undesired aircraft state? This is the heart of error management: detecting and correcting errors.

An error that is not detected cannot be managed.

An error that is detected and effectively managed has no adverse impact on the flight. On the other hand, a mismanaged error reduces safety margins by linking to or inducing additional error or an undesired aircraft state.

Undesired Aircraft State (UAS)

An undesired aircraft state (UAS) is defined as a position, speed, attitude, or configuration of an aircraft that:

- results from flight crew error, actions, or inaction; and
- clearly reduces safety margins

In other words, a UAS is a safety compromising state that results from ineffective error management. Examples include unstable approaches, lateral deviations from track, hard landings, and proceeding towards the wrong taxiway/runway.

As with errors, UASs can be managed effectively, returning the aircraft to a safe flight condition, or mismanaged, leading to an additional error, undesired aircraft state, or worse, an incident or accident.

TEM Tools & Techniques

Some tools - the “hard” safeguards - are associated with aircraft design, and include automated systems, instrument displays, and aircraft warnings. The Traffic Collision Avoidance System (TCAS), which provides flight crews with visual and audio warnings of nearby airplanes to prevent mid-air collisions, is a good example of a “hard” TEM safeguard. However, even with the best

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designed equipment, these “hard” safeguards are not enough to ensure effective TEM performance.

Other tools - the “soft” safeguards - are very common in aviation. They include regulations, standard operating procedures, and checklists to direct pilots and maintain equipment and licensing standards, checks and training to maintain proficiency.

With the hard and soft safeguards in place, the last line of defence against threat, error and undesired aircraft states is still and ultimately the flight crew. Checklists only work if flight crews use them, the autopilot only works when being engaged in the correct mode.

The TEM philosophy stresses three basic concepts: anticipation, recognition and recovery.

The key to anticipation is accepting that while something is likely to go wrong, you can't know exactly what it will be or when it will happen. Hence, a chronic unease reinforces the vigilance that is necessary in all safety-critical professions. Anticipation builds vigilance, and vigilance is the key to recognizing adverse events and errors. Recognition leads to recovery. In some cases, particularly when an error escalates to an undesired aircraft state, recovering adequate safety margins is the first line of action: recover first, analyse the causes later.

Examiners should familiarize themselves with the concept of TEM and examine these principles when assessing general airmanship.

Evaluation Errors

In order to check effectively, the examiner requires not only a sound knowledge of the *characteristics of evaluation*, but also a firm understanding of the possible errors that can occur throughout the *evaluation process*. Errors in evaluation fall into several categories.

Personal Bias Error

Personal bias is indicated by the tendency of an examiner to rate candidates or a particular group of candidates the same. Examiners must conduct all flight tests in accordance with the standards expressed in the applicable flight test guide. An examiner must not allow personal prejudices to interfere with the objective evaluation of a candidate's performance.

Central Tendency Errors

Central tendency errors are indicated by a tendency to rate all or most candidates as *average*. The examiner really “feels” that the performance of most candidates is not as good as it should be and therefore underscores a candidate's good performance. On the other hand, the examiner is reluctant to cope with the possible emotional response of a candidate or a recommending instructor. This results in padded or inflated assessments of poor performance. This error may also occur because an examiner does not want to put effort into deciding. An average mark is easier to defend.

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Hal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

Generosity Errors

Generosity errors are indicated by a tendency to rate all individuals at the *high end* of the scale and are probably the most common type of personal bias. This could be caused by an examiner's desire to be known as a nice person. In this case, all or most candidates are graded at the *low end* of the marking scale. Examiners may feel that the published standards are too low and score the test against their own set of standards. This type of examiner feels that few people can fly as well as they can.

Halo Effect

This occurs when an examiner's impression of a candidate is allowed to influence the assessment of performance. Halo error can result in rating an applicant too high or too low. One form of halo error is the error of leniency. Leniency has its source in an examiner's likes, dislikes, opinions, prejudices, moods and political or community influence of people. For example, when testing a friend, acquaintance, or high-profile individual, an examiner may give undeservedly high marks or, conversely the error of stereotype.

Stereotype

As with the error of leniency, the error of stereotype has its source in likes, dislikes, opinions, prejudices, etc. In this case, however, an examiner may allow personal opinion or prejudice to influence the assessment of the candidate and award undeservedly low marks or high marks.

Logical error

This assumes that a high degree of ability in one area means a similar degree of competence in another. This is especially true if the two items being assessed are similar or related. A good mark on one or two items does not mean the candidate is also qualified on all items. The full test must be completed and marked.

Error of narrow criterion

This may occur when an examiner has a group of candidates to test. Under this condition the examiner may rate each applicant against the others within the group instead of against the published criteria. If the group to be tested is above average, a candidate who is of average ability may be awarded an undeservedly low mark. If the group of candidates to be tested is below average, then a candidate who performs the best within this group may be awarded a higher assessment than deserved.

Error of delayed grading

This type of error occurs when there is a delay in the assessment of an item, resulting in a tendency to award average marks due to the lack of information and/or poor recall. The use of

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the top or bottom end of the marking scale would be avoided. By not making an assessment immediately after the event, examiners may award assessments based upon an 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.

Standards error

All the errors we have discussed result in a standards error. However, if an examiner is not thoroughly familiar with established standards, as outlined in the applicable guidance material, it is virtually impossible to conduct an evaluation to that standard. While these errors may appear obvious on paper, they may not be under flight test conditions, especially as the judgment of the examiner may be obscured by a combination of two or more. Examiners must therefore be aware of these errors to consciously prevent them from influencing the validity of the tests they conduct.

2.9 Oral questions

The examiner uses oral questions to measure and evaluate the extent of aeronautical knowledge and to determine that the candidate meets the standard of knowledge required for the licence or rating being sought.

This is an important part of the flight test and it is the portion of flight testing that results in the greatest variance in standardization. For this reason, it is essential that questions are being prepared beforehand to ensure they are worded correctly and that they are relevant and valid.

It is recommended that the examiner has a bank of questions prepared for all the required items or areas of the oral portion of the test.

It is not intended that all the questions being prepared are to be asked but additional questions would be available at the very moment if this is required. Moreover, a bank of questions will allow the examiner to vary the oral portion of the test from candidate to candidate to some extent.

The prepared questions should be of a practical operational nature, based upon the aircraft and the trip assigned for the flight test. Theoretical type questions are not recommended on the flight test as this area is covered by the written examinations.

Questions should be carefully worded and not ambiguous. Good questions are easily understood and composed of common words. They should measure knowledge, not the use of language. Big words and high-sounding phraseology may allow the examiner to display command of language and vocabulary but only detract attention from the test. If candidates cannot understand the meaning of the words, they will not be able to answer the question. Therefore, examiners must keep the vocabulary within the grasp of candidates.

A question shall focus on one idea only. The examiner can guide the candidate through a complex procedure by asking “what”, “why”, “where”, “when” and “how” questions after the basic question has been asked.

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Example of a basic question: "What is meant by the term VFR in aviation?"

Answer, "Visual Flight Rules"

Next question might be, "Is the weather VFR for today's flight?"

Note: This requires a yes/no answer, but you could follow up with "How do you know?" etc.

Keep questions as practical as possible. A flight test is an operational exercise where the candidate demonstrates knowledge and skill by going through an actual flight.

Questions should get the candidate thinking. Asking a question that requires a YES/NO answer doesn't really tell the examiner much about the candidate's level of understanding.

It is more effective to guide the candidate's thoughts toward the area to be questioned and then ask the question. In this way the candidate can visualize the situation and then think about the answer to the specific question. Knowing that something happens is not as important as understanding why it happens.

Tricky or irrelevant questions should be avoided. Questions should be challenging for the candidate but all necessary information to come to the answer must be provided

Handling of candidate answers

The examiner's role is different from the instructor's one. Examiners strictly must observe and evaluate. Instructors are involved in the training experience with the student. They explain, demonstrate, allow students to practice, supervise practice and, finally, evaluate to confirm learning. Examiners should avoid confirming an answer. Moreover, responding, "No, that's not right" to an answer may undermine a candidate's self-confidence and affect performance for the remainder of the flight test. Examiners should avoid leading candidates to the correct answer. However, an examiner may ask for clarification. For example: The answer "The nose would pitch down!" to the question "What would happen if the aircraft was loaded with an aft-centre of gravity?" could be followed by a demand to explain what is meant by demonstrating the answer with a model aircraft.

2.10 Definition of strong and weak elements of performance

Error	An action or inaction by the flight crew that leads to a deviation from organizational or flight intentions or expectations
Minor Error	An action or inaction that is inconsequential to the completion of a task, procedure or manoeuvre, even if certain elements of the performance vary from the recommended best practices
Major Error	An action or inaction that can lead to an undesired aircraft state or a reduced safety margin if improperly managed; also, an error that does not lead to a safety risk but detracts measurably from the successful achievement of the defined aim of a sequence/item
Critical Error	An action or inaction that is mismanaged and consequently leads to an undesired aircraft state or compromises safety such as: <ul style="list-style-type: none"> - Non-compliance to mandated standard operating procedures; or

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	<ul style="list-style-type: none"> - Repeated improper error management or uncorrected and unrecognized threats, with the risk to put the aircraft in an undesired state; or - Repeated major errors
Deviation	A variance in precision with respect to a specified limit published for a manoeuvre within a test item or sequence, which is a result of pilot error or faulty handling of the aircraft.
Minor Deviation	A deviation that does not exceed a specified limit
Major Deviation	A deviation that exceeds a specified limit or repeated minor deviations without achieving stability
Critical Deviation	A major deviation that is repeated, excessive or not corrected, such as: <ol style="list-style-type: none"> 1. Repeated non-adherence to specified limits; or 2. Not identifying and correcting major deviations; or 3. More than doubling the specified value of a limit.

Consider the following descriptions concerning a candidate's performance of the test sequence/item demonstrated:

Performance is well executed considering existing conditions:

1. Aircraft handling is smooth and positive with a high level of precision.
2. Technical skills indicate a thorough knowledge of procedures, aircraft systems, limitations and performance characteristics.
3. Situational awareness is indicated by continuous anticipation and vigilance.
4. Flight management skills are exemplary, and threats are consistently anticipated, recognized and well managed.
5. Safety margins are maintained through consistent and effective management of aircraft systems and mandated operational protocols.

Performance is observed to include minor errors:

1. Aircraft handling with appropriate control input but includes minor deviations.
2. Technical skills indicate an adequate knowledge of procedures, aircraft systems, limitations and performance characteristics to successfully complete the task.
3. Situational awareness is adequately maintained as candidate responds in a timely manner to cues and changes in the flight environment to maintain safety while achieving the aim of the sequence/item.
4. Flight management skills are effective. Threats are anticipated and errors are recognized and recovered. Safety margins are maintained through effective use of aircraft systems and mandated operational protocols.

Performance is observed to include major errors:

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 37 of 163
--	---------------------------	----------------

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Flal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

1. Aircraft handling is performed with major deviations and/or an occasional lack of stability, over/under control or abrupt control input.
2. Technical skills reveal deficiencies either in depth of knowledge or comprehension of procedures, aircraft systems, limitations and performance characteristics that do not prevent the successful completion of the task.
3. Situational awareness appears compromised as cues are missed or attended to late or the candidate takes more time than ideal to incorporate cues or changes into the operational plan.
4. Flight management skills are not consistent. Instrument displays, aircraft warnings or automation serve to avert an undesired aircraft state by prompting or remedying threats and errors that are noticed late. Safety margins are not compromised, but poorly managed.

Performance is observed to include critical errors, or the aim of the test sequence/item is not achieved:

1. Aircraft handling is performed with critical deviations and/or a lack of stability, rough use of controls or control of the aircraft is lost or in doubt.
2. Technical skills reveal unacceptable levels of depth of knowledge or comprehension of procedures, aircraft systems, limitations and performance characteristics that prevent a successful completion of the task.
3. Lapses in situational awareness occur due to a lack of appropriate scanning to maintain an accurate mental model of the situation or there is an inability to integrate the information available to develop and maintain an accurate mental model.
4. Flight management skills are ineffective, indecisive or noncompliant with mandated published procedures and corrective countermeasures are not effective or applied.
5. Safety margins are compromised or clearly reduced.

2.11 Pass/Fail criteria

The examiner must check Part-FCL references for pass/fail criteria relevant to the test to be conducted. In general, the guidance is:

In the case of single-pilot Helicopters, the applicant shall pass all sections of the skill test or proficiency check. If any item in a section is failed, that section is failed. Failure in more than one section will require the applicant to take the entire test or check again. Any applicant failing only one section shall take the failed section again. Failure in any section of the re-test or re-check including those sections that have been passed at a previous attempt will require the applicant to take the entire test or check again.

The Result

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 38 of 163
--	---------------------------	----------------

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Flal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

There are several methods for evaluating an applicant's performance. National authorities may select the method which they wish to use. Two methods will be considered here:

A Grading

B Objective Assessment

B OBJECTIVE ASSESSMENT (This is the preferred method of assessment by TM-CAD)

Satisfactory performance

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

1. Performing the assignments specified in the examiner's manual for the licence or rating sought within the approved standards
2. Demonstrating control of the Helicopter and flight with the successful outcome of each assignment performed never seriously in doubt
3. Demonstrating sound judgement and crew resource management and single-pilot competence if the Helicopter is type certificated for single-pilot operations

Unsatisfactory performance

Consistently exceeding the relevant tolerances 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 a repeated item is not clearly satisfactory, the examiner shall consider it unsatisfactory

Examiner standardisation

The check shall be rated with a '**pass**', provided that the applicant demonstrates the required level of knowledge, skill or proficiency and, where applicable, remains within the flight test tolerances for the licence or rating.

The check shall be rated with a '**fail**' if any of the following applies:

- a) the flight test tolerances have been exceeded after the examiner has made due allowance for turbulence or ATC instructions;
- b) the aim of the test or check is not completed;
- c) the aim of exercise is completed but at the expense of a safe flight, violation of a rule or regulation, poor airmanship or rough handling;
- d) an acceptable level of knowledge is not demonstrated;
- e) an acceptable level of flight management is not demonstrated;
- f) the intervention of the examiner or safety pilot is required in the interest of safety.

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The check shall be rated with a '**partial pass**' in accordance with the criteria shown in the relevant skill test appendix of Part-FCL.

2.12 Post flight - debriefing

Post flight procedures will require accurate assessment of the flight and communication of the assessment result to the applicant. During the test or check flight, the examiner should avoid negative comments or criticisms and all feedback shall be reserved for the debriefing. The examiner must:

1. take the time necessary to consider a fair, unbiased and correct assessment of the test/check
2. make a clear decision on the result of the test/check with precise details of the reason for each failed item indicating any fail result in a friendly but firm manner.
3. where an existing rating has been failed instruct the applicant about the implications of his result
4. explain to the applicant administrative steps required following the result

Having completed the flight and the administration the examiner may then offer clarification of any aspect of the flight. The following points may be discussed:

1. advise the applicant how to avoid or correct mistakes
2. mention any other points of criticism noted
3. give any advice considered helpful

2.13 Complaints and Appeals

If at any time during or after the test a complaint of serious nature is made by an applicant concerning the conduct of his test/check, the examiner should not become involved into a discussion with the applicant. Complaints or appeals shall be dealt with according to the Malta Air Navigation Order.

Chapter 3 – Test Standards

This Chapter provides a practical guide to the criteria to be considered by the examiner when assessing each item of Part-FCL Helicopter tests and checks.

3.1 Introductory notes

Using a reference system of 6 phases of flight and oral test, Chapter 3 describes the required performance criteria:

1. Pre-flight Checks and Procedures
2. Flight Manoeuvres and Procedures
3. Normal and abnormal operations of systems and procedures (mandatory minimum of 3 items)

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4. Abnormal and emergency procedures (mandatory minimum of 3 items)
5. Instrument Flight Procedures (Performed in actual or simulated IMC)
6. Use of Optional Equipment
7. Oral Theoretical Knowledge for SE Type Rating Skill Test (Initial issue only)

3.2 Pre-flight Checks and Procedures (all items are mandatory)

3.2.1 Practical Knowledge

Aim

Determine the candidate's ability to demonstrate practical knowledge of selected systems, components, normal, abnormal and emergency procedures and operate aircraft systems in accordance with the POH/AFM.

Description

The examiner will conduct an equipment examination requiring the candidate to demonstrate a practical knowledge of the airframe, engine, major components and systems including the normal, abnormal, alternate and emergency operating procedures and limitations relating thereto.

Performance Criteria

Assessment of the candidate's ability to explain the operation of the following systems (as far as applicable):

- Helicopter exterior visual inspection; location of each item and purpose of inspection;
- Starting procedures, radio and navigation equipment check, selection and setting of navigation and communications frequencies;
- Taxiing/air taxiing in compliance with ATC/instructor instructions;
- Pre take-off procedures and checks.

3.2.2 Flight Planning

Aim

Determine the candidate's ability to plan a flight utilizing performance charts, weight and balance calculations, conforming to the VFR or IFR flight rules as applicable and retrieving and interpreting aviation weather information necessary for the safe conduct of the flight.

Description

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 41 of 163
--	---------------------------	----------------

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Fhal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

To determine that the candidate demonstrates knowledge related but not limited to:

- pilot licence privileges and limitations; medical certificate and possible limitations.
- operational information, including NOTAMs and AIP;
- all performance factors for the type of aircraft (including mass and balance);
- ensuring that all the required aircraft documentation is valid and available as applicable;
- airworthiness and registration certificates, airworthiness directives;
- Aircraft Flight Manual or other appropriate document (limitations, by heart items)
- relevant and available weather briefing materials;
- classes of airspace;
- preparation of operational flight plan as assigned by the examiner from the departure airport to a destination airport (including navigation logs and charts);
- obtainment and interpretation of weather briefing and factoring conditions into the flight plan;
- preparation of VFR/IFR navigation log (taking account of any NOTAMs);
- establishment of weight and balance for a specific load condition;
- calculation of all relevant performance data required for departure, en-route, and destination;
- fuel calculation.

Performance Criteria

Base the assessment on the candidate's ability to:

- demonstrate practical knowledge of performance and limitations, including the adverse effects of exceeding any limitation;
- demonstrate proficient use of performance charts, tables, graphs, or other data relating to items, such as:
 - a. take-off performance - all engine(s) operating
 - b. climb performance including segmented climb performance; with all engines operating, with one or more engine(s) inoperative, and with other engine malfunctions as may be appropriate
 - c. service ceiling-all engines, engines(s) inoperative, including drift down, if appropriate
 - d. cruise performance
 - e. fuel consumption, range, and endurance
 - f. descent performance
 - g. go-around from rejected landings
 - h. other performance data
- describe the airspeeds used during specific phases of flight
- describe the effects of meteorological conditions upon performance characteristics and correct appliance of these factors to a specific chart, table, graph, or other performance data

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- compute the centre-of-gravity location for a specific load condition (as specified by the examiner), including adding, removing, or shifting weight
- select an appropriate route, altitude and alternate
 - obtain and correctly interpret applicable NOTAM information;
 - calculate the estimated time en-route and total fuel requirement based on factors such as power settings, operating altitude or flight level, wind and fuel reserve requirements
 - determine the required performance for the planned flight being within the aircraft's capability and operating limitations
 - retrieve and interpret items such as weather reports and forecasts; pilot and radar reports surface analysis charts; significant weather prognostics; winds and temperatures aloft; freezing level charts, NOTAMS and SIGMETs
 - make a competent "GO/NO-GO" decision based on available information for the planned flight;
 - complete a flight plan in a manner that reflects the conditions of the proposed flight;
 - demonstrate sufficient practical operational knowledge of the regulatory requirements relating to instrument and visual flying, as applicable;
 - retrieve and interpret items pertinent to the flight such as weather reports and forecasts; pilot and radar reports; surface analysis charts; significant weather prognostic charts; winds and temperature aloft; freezing level charts, NOTAMS and SIGMETs

3.2.3 Pre-FlightAim

Determine the candidate's ability to systematically complete internal and external checks in accordance with the POH/AFM and SOPs to ensure that the Helicopter is ready for the intended flight. The candidate will also demonstrate knowledge of how to deal with irregularities, if found.

Description

The pre-flight Helicopter inspection will include a visual inspection of the exterior and interior of the Helicopter, locating each required item and explaining the purpose of the inspection in accordance with the POH/AFM and SOPs. The candidate will carry out a visual check for fuel quantity, proper grade of fuel, fuel contamination and oil levels in accordance with the POH/AFM. If, due to aircraft design, the POH/AFM does not prescribe a visual check of fuel levels, the candidate will use fuel logs or other credible procedures to confirm the amount of fuel on board the aircraft. At the request of the examiner, the candidate will conduct an oral passenger safety briefing.

Performance Criteria

Base the assessment on the candidate's ability to:

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 43 of 163
--	---------------------------	----------------

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Flal Lija LJA 9023 Malta. Tel:+356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

- demonstrate an adequate knowledge of the pre-flight inspection procedures, while explaining briefly the purpose of inspecting the items, which must be checked, how to detect possible defects and the corrective action to take;
- demonstrate adequate knowledge of the operational status of the Helicopter by locating and explaining the significance and importance of related documents, such as airworthiness and registration certificates, operating limitations, handbooks, and manuals, minimum equipment list (MEL) (if appropriate), mass and balance data and maintenance requirements, tests, and appropriate records applicable to the proposed flight or operation; and maintenance that may be performed by the pilot or other designated crewmember;
- use the approved checklist to inspect the Helicopter externally and internally;
- verify the Helicopter is safe for flight by emphasizing the need to look at and explain the purpose of inspecting items, such as:
 - a. power-plant, including controls and indicators
 - b. fuel quantity, grade, type, contamination safeguards, and servicing procedures
 - c. oil quantity, grade, and type
 - d. hydraulic fluid quantity, grade, type, and servicing procedures
 - e. oxygen quantity, pressures, servicing procedures, and associated systems and equipment for crew and passengers (if applicable)
 - f. fuselage, landing gear or skids, float devices (if applicable), brakes, and steering system
 - g. tires for condition, inflation, and correct mounting, if applicable
 - h. fire protection/detection systems for proper operation, servicing, pressures, and discharge indications
 - i. pneumatic system pressures and servicing
 - j. ground environmental systems for proper servicing and operation
 - k. auxiliary power unit (APU) for servicing and operation (if applicable)
 - l. flight control systems including trim
 - m. anti-ice, deice systems, ice warning systems, servicing, and operation (if applicable)
 - n. coordinate with ground crew and ensure adequate clearance prior to moving any devices, such as door, hatches and flight control surfaces;
 - o. comply with the provisions of the appropriate Operations Specifications, if applicable, as they pertain to the Helicopter type and operation;
 - p. demonstrate proper operation of all applicable Helicopter systems;
 - q. note any discrepancies, determine if the Helicopter is airworthy and safe for flight, or takes the proper corrective action with respect to unsatisfactory conditions identified; and
 - r. check the general area around the Helicopter for hazards to the safety of the Helicopter and personnel.

3.2.4 Engine StartAim

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 44 of 163
--	---------------------------	----------------

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Flal Lija LJA 9023 Malta. Tel:+356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

Determine the candidate's ability to complete the correct engine start procedures including the use of an auxiliary power unit (APU) if applicable or external power source under various atmospheric conditions, conducting warm-up, run-up and system checks, recognize normal and abnormal situations, and take proper action in the event of a malfunction.

Description

The candidate will demonstrate the proper use of the pre-start, start and pre-taxi checklists, and check the appropriate radio communications, navigation and electronic equipment and selection of the appropriate communications and navigation frequencies prior to flight.

Performance Criteria

Base the assessment on the candidate's ability to:

- ensure ground safety procedures are followed during the before-start, start, and after-start phases;
- ensure the appropriate use of ground crew personnel during the start procedures (where applicable);
- perform all items of the start procedures by systematically following the approved checklist items for the before-start, start, and after-start phases;
- demonstrate sound judgment and operating practices in those instances where specific instructions or checklist items are not published;
- coordinate with ground crew and ensures adequate clearance prior to moving any devices, such as door, hatches, and flight control surfaces;
- demonstrate adequate knowledge of the pre-take-off checks by stating the reason for checking the items outlined on the approved checklist and explaining how to detect possible malfunctions;
- divide attention properly inside and outside cockpit;
- ensure that all systems are within their normal operating range prior to beginning, during the performance of, and at the completion of those checks required by the approved checklist;
- explain, as may be requested by the examiner, any normal or abnormal system operating characteristic or limitation; and the corrective action for a specific malfunction;
- determine if the Helicopter is safe for the proposed flight or requires maintenance;
- determine the Helicopter's take-off performance, considering such factors as wind, density altitude, weight, temperature, pressure altitude, and runway condition and length;
- determine airspeeds/V-speeds and properly sets all instrument references, flight director and autopilot controls, and navigation and communications equipment;
- review procedures for emergency and abnormal situations, which may be encountered during take-off, and states the corrective action required of the Pilot-in-Command and other concerned crewmembers;
- perform an avionics and navigation equipment cockpit check; and
- obtain and correctly interpret the take-off and departure clearance as issued by ATC.

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3.2.5 Air-Taxi-Out

Aim

Determine the candidate's ability to manoeuvre the helicopter safely off the ground.

Description

The candidate will air-taxi the aircraft to and from the runway in use and as otherwise required during the check. While air-taxiing, the candidate will follow taxiing procedures. In addition, the taxi check will include the use of the taxiing checklist, taxiing in compliance with clearances and instructions issued by the appropriate air traffic control unit or by the examiner.

Performance Criteria

Base the assessment on the candidate's ability to:

- demonstrate adequate knowledge of safe air-taxi procedures (as appropriate to the helicopter);
- demonstrate proficiency by maintaining correct helicopter control;
- maintain proper spacing with other aircraft, obstructions, and persons;
- accomplish the applicable checklist items and perform recommended procedures;
- maintain desired track and speed;
- perform an instrument check;
- comply with instructions/clearances issued by ATC (or the examiner simulating ATC);
- observe runway hold lines, localizer and glide slope critical areas and other surface control markings and lighting;

3.3 Flight Manoeuvres and Procedures (all items are mandatory)

3.3.1 General

Aim

Determine the candidate's ability to fly safely using the correct technique and procedure.

Description

The candidate will demonstrate the flight manoeuvres and procedures in accordance with the AFM.

Performance Criteria

Base the assessment on the candidate's ability to perform the following manoeuvres:

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 46 of 163
--	---------------------------	----------------

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Fhal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

- Take-off (various profiles);
- Sloping ground or crosswind take-offs and landings (*cannot fail*);
- Take-off at maximum take-off mass (actual or simulated maximum take-off mass) (*cannot fail*);
- Take-off with simulated engine failure shortly before reaching TDP, or DPATO (ME);
- Take-off with simulated engine failure shortly after reaching TDP, or DPATO (ME);
- Climbing and descending turns to specified headings;
- Turns with 30 degrees bank, 180 degrees to 360 degrees left and right, by sole reference to instruments (if not competing Section 5);
- Autorotative descent;
- Autorotative landing (SEH only) or power recovery; (Variable Flare = Power Flare recovery to hover);
- Landings (various profiles)
- Go-around or landing following simulated engine failure before LDP or DPBL (ME);
- Landing following simulated engine failure after LDP or DPBL (ME).

3.3.2 Take-Off

Aim

Determine the candidate's ability to take-off safely using the correct technique and procedure for the actual wind conditions, helipad surface, slope and length (or helipad or landing site size) and can assess the possibility of further conditions such as wind shear and wake turbulence. One take-off must be accomplished at maximum take-off mass or simulated maximum take-off mass.

Description

The candidate will demonstrate a normal take-off performed in accordance with the AFM.

In case of an IR check flight the candidate will demonstrate an instrument take-off in the same manner as the normal take-off with simulated instrument conditions established at or after reaching an altitude of 200 feet above the airport elevation.

Performance Criteria

Base the assessment on the candidate's ability to:

- demonstrate adequate knowledge of normal and crosswind take-offs and climbs including airspeeds, configurations, and emergency/abnormal procedures (as appropriate to the helicopter);

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- note any surface conditions, obstructions, or other hazards that might hinder a safe take-off;
- verify and correctly apply correction for the existing wind component to the take-off performance;
- complete required checks prior to starting take-off to verify the expected power-plant performance;
- perform all required pre-take-off checks as required by the appropriate checklist items;
- align the helicopter facing the wind as practically as possible;
- adjust the power-plant controls as recommended by the POH/AFM or other approved guidance for the existing conditions;
- monitor power-plant controls, settings, and instruments during take-off to ensure all predetermined parameters are maintained;
- adjust the controls to attain the desired pitch attitude at the predetermined airspeed/V-speed to attain the desired performance for the take-off segment;
- perform the required pitch changes and, as appropriate, perform or call for and verifying the accomplishment of gear retractions (if applicable), power adjustments, and other required pilot-related activities at the required airspeed/V-speeds within the tolerances established in the POH or AFM;
- use the applicable noise abatement and wake turbulence avoidance procedures;
- accomplish or calls for and verifies the accomplishment of the appropriate checklist items;
- maintain the appropriate climb segment airspeed/V-speeds;
- maintain the desired heading and the desired airspeed/V-speed within given limits or the appropriate V-speed range;

3.3.3 Climbing and Descending turns to specified headingsAim

Determine the candidate's ability to perform climbing and descending turns to specified headings.

Description

At an operationally safe altitude recommended by the manufacturer, training syllabus, or other training directive, but in no case lower than 1,000 feet AGL, the candidate will complete climbing and descending turns to specified headings in accordance with the Visual Flight Rules. The examiner will specify the selected altitude, airspeed and final heading before entering the turn.

Performance Criteria Initial Climb

Base the assessment on the candidate's ability to:

- divide attention appropriately between outside visual references and instrument indications;
- establish the recommended entry airspeed;

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- transition smoothly and accurately from straight and level flight to climbing and descending turns to specified headings;
- roll into the turn, using smooth and coordinated pitch, bank and power to control the climb or descent to the selected altitude within given limits;
- roll out of the turn at the selected heading;
- monitor power-plant controls, settings, and instruments during the climbing and descending turns to specified headings to ensure all predetermined parameters are maintained;
- perform the required pitch/power changes and, as appropriate, performs or calls for and verifies the accomplishment of other required pilot-related activities at the required airspeed/V-speeds within the tolerances established in the POH or AFM and SOPs;
- avoid any indication of an abnormal flight attitude or exceeding any structural or operating limitation during any part of the manoeuvre.
- use the applicable noise abatement and wake turbulence avoidance procedures, as required;
- accomplish or call for and verify the accomplishment of the appropriate checklist items;
- comply with ATC clearances and instructions issued by ATC (or the examiner simulating ATC).

3.3.4 Autorotative descent and landing and power recovery**Aim**

Determine the candidate's ability to establish the helicopter in an autorotation in accordance with the POH/AFM and to determine the candidate's ability to land or recover with power as cleared.

Description

At an operationally safe altitude recommended by the manufacturer, training syllabus, or other training directive, or as determined by the examiner but in no case lower than 1,000 feet AGL, the candidate will establish the helicopter in cruising flight in accordance with the performance charts in the POH/AFM, placards displayed in the helicopter or any other means authorized by the manufacturer. The candidate will demonstrate the proper entry to an autorotation including turns in the autorotation followed by a landing or a power recovery as determined by the examiner.

Performance Criteria

Base the assessment on the candidate's ability to:

- set the helicopter for the autorotation (this may be accomplished by the examiner);
- perform the aircraft checklist items relative to the phase of flight;
- enter the autorotation in a timely manner;
- maintain proper aircraft control and flight within operating limitations;
- maintain assigned heading within given limits;

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Flal Lija LJA 9023 Malta. Tel:+356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

- set the power/throttle(s) and mixture controls at the pre-planned power setting, as recommended by the POH/AFM;
- maintain the rotor rpm within limits;
- apply any additional measures recommended by the manufacturer with respect to aircraft configuration or other considerations; and
- demonstrate good decision-making to deal with the consequences of variances from the expected performance.

3.3.5 Landing and Go-aroundAim

Determine the candidate's ability to carry out a normal or crosswind landing and Go-around (ME).

Description

The candidate will demonstrate (various profiles):

- one normal landing;
- one crosswind landing, where practicable, under existing meteorological, runway and airport traffic conditions;
- Go-around or landing following simulated engine failure before LDP or DPBL (ME);
- one landing following a simulated engine failure after LDP or DBPL (ME).

Performance Criteria

Base the assessment on the candidate's ability to:

- demonstrate adequate knowledge of normal and crosswind approaches and landings including recommended approach angles, airspeeds, V-speeds, configurations, performance limitations, and ATC or examiner instructions;
- consider factors to be applied to the approach and landing such as displaced thresholds, obstacles, meteorological conditions, NOTAMs, wake turbulence, wind shear, microburst, gust/wind factors, visibility, runway surface, braking conditions, and other related safety factors (as appropriate to the helicopter);
- establish the approach and landing configuration appropriate for the runway or helipad and meteorological conditions, and performs proper power adjustments;
- perform the aircraft checklist items relative to the phase of flight;
- maintains a ground track that ensures the desired traffic pattern will be flown, considering any obstructions and ATC or examiner instructions;
- verify existing wind conditions, makes proper correction for drift, and maintains a precise ground track;
- maintain a stabilized approach and the desired airspeed within +10/-5 knots.
- execute a landing from an approach MDA or DA when the required visual references for the intended runway are obtained;

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- accomplish a smooth, positively controlled transition from final approach to touchdown or to a point in the opinion of the examiner that a safe full stop landing could be made;
- bring the helicopter to a safe stop;
- leave the runway on taxiway/intersection if applicable as mentioned during the approach briefing or as instructed by ATC or the examiner; and
- complete the applicable after-landing checklist items in a timely manner and as recommended by the manufacturer.

3.4 Normal and abnormal operations of systems and procedures (Mandatory minimum of 3 items)

3.4.1 Normal/Abnormal operations

Aim

Determine the candidate's ability to complete recommended checks and procedures in accordance with the POH, AFM, or other applicable publications in event of system malfunctions or other emergencies.

Description

System malfunctions will consist of a selection adequate to determine that the pilot has satisfactory knowledge and ability to safely handle malfunctions. The candidate will be required to demonstrate the use of as many simulated abnormal and emergency procedures as is necessary (mandatory minimum of 3 items) to confirm that the pilot has an adequate knowledge and ability to perform these procedures.

Performance Criteria

Base the assessment on the candidate's ability to demonstrate adequate knowledge of the emergency procedures appropriate to the approved AFM (as may be determined and briefed before the flight by the examiner) relating to the helicopter type;

- Engine;
- Air conditioning (heating, ventilation);
- Pitot/static system;
- Fuel system;
- Electrical system;
- Hydraulic system;
- Flight control and Trim system;
- Anti-icing and de-icing system;
- Autopilot/Flight Director;

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- Stability augmentation devices;
- Weather radar, radio altimeter, transponder;
- Area Navigation system;
- Landing gear system;
- Auxiliary power unit;
- Radio, navigation equipment, instruments flight management system.

3.5 Abnormal and Emergency Procedures (Mandatory minimum of 3 items)

3.5.1 Abnormal/Emergencies procedures

Aim

Determine the candidate's ability to complete recommended checks and procedures in accordance with the POH, AFM, or other applicable publications in event of system malfunctions or other emergencies.

Description

System malfunctions will consist of a selection adequate to determine that the pilot has satisfactory knowledge and ability to safely handle malfunctions. The candidate will be required to demonstrate the use of as many simulated abnormal and emergency procedures as is necessary to confirm that the pilot has an adequate knowledge and ability to perform these procedures.

Performance Criteria

Base the assessment on the candidate's ability to:

- demonstrate adequate knowledge of the emergency procedures appropriate to the approved AFM (as may be determined and briefed before the flight by the examiner) relating to the Helicopter type;
- identify the malfunctions;
- review causal factors, identify possible alternate course of action;
- apply correct checks and procedures in accordance with the POH/AFM, or other approved publication;
- consider and apply any restrictions or limitations to the operation of a system(s) and procedures in order to continue the flight;
- demonstrate knowledge and ability in the use of the electronic checklist and alerting system, as applicable; and
- develop a reasonable course of action for the remainder of the flight including a risk assessment (e.g.: FORDEC – Facts-Options-Risks-Decision-Execution-Check)

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3.5.2 Fire drills and Smoke control and removal

Aim

Determine the candidate's ability to maintain control of the aircraft and carry out the appropriate engine failure procedures in accordance with the POH/AFM and/or SOPs.

Description

The pilot will demonstrate the ability to execute the Fire drills and safely handle smoke control and removal during flight.

Performance Criteria

Base the assessment on the candidate's ability to:

- recognize the location and type of fire and smoke as simulated by the examiner;
- determine the cause of the fire or smoke;
- complete vital action checks from memory;
- set engine controls as necessary, and
- perform a safe landing if necessary.

3.5.3 Engine Failure

Aim

Determine the candidate's ability to maintain control of the aircraft and carry out the appropriate engine failure procedures in accordance with the POH/AFM and/or SOPs.

Description

The pilot will demonstrate the ability to maintain control and safely handle malfunctions on simulated engine failures any time during the check.

Performance Criteria

Base the assessment on the candidate's ability to:

- recognize an engine failure or the need to shut down an engine as simulated by the examiner;
- complete engine failure vital action checks from memory;
- set engine controls, reduce drag as necessary, correctly identify and verify the inoperative engine after the failure (or simulated failure);
- maintain the operating engine within acceptable operating limits;
- establish the best autorotation airspeed as appropriate to the helicopter and condition of flight;

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- establish and maintain the recommended flight attitude and configuration for the best performance for all manoeuvring necessary for the phase of flight;
- follow the prescribed helicopter checklist, and verify the procedures for securing the inoperative engine;
- determine the cause for the engine failure and if a restart is a viable option;
(For Multi-engine helicopters)
- maintain desired altitude within given limits, when a constant altitude is specified and is within the capability of the helicopter;
- maintain the desired airspeed and heading within given limits;
- demonstrate proper engine restart or shutdown procedures (whatever appropriate) in accordance approved procedure/checklist or the manufacturer's recommended procedures and pertinent checklist items; and monitor all functions of the operating engine and make necessary adjustments.

3.5.4 Tail rotor control failure or loss

Aim

Determine the candidate's ability to maintain control of the aircraft and carry out the appropriate tail rotor failure or loss procedures in accordance with the POH/AFM and/or SOPs.

Description

The pilot will demonstrate the ability to maintain control and safely handle malfunctions on simulated tail rotor failure or loss any time during the check.

Performance Criteria

Base the assessment on the candidate's ability to:

- recognize the tail rotor failure as simulated by the examiner;
- complete tail rotor failure vital action checks from memory;
- enter and establish the best autorotation airspeed as appropriate to the helicopter and condition of flight;
- establish and maintain the recommended flight attitude and configuration for the best performance for all manoeuvring necessary for the phase of flight;
- follow the prescribed helicopter checklist, and verify the procedures for securing the inoperative engine;
- If necessary, perform an out-landing.

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3.5.5 Transmission malfunctions and other emergencies as outlined in the appropriate Flight Manual

Aim

Determine the candidate's ability to maintain control of the aircraft and carry out the appropriate Transmission malfunction and other emergency procedures in accordance with the POH/AFM and/or SOPs.

Description

The pilot will demonstrate the ability to maintain control and safely handle Transmission malfunction and other emergency procedures as determined by the examiner during any time during the check.

Performance Criteria

Base the assessment on the candidate's ability to:

- recognize the Transmission malfunction and other emergency procedures as simulated by the examiner;
- complete Transmission malfunction and other emergency vital action checks from memory;
- enter and establish the best autorotation airspeed if appropriate;
- establish and maintain the recommended flight attitude and configuration for the best performance for all manoeuvring necessary for the phase of flight;
- follow the prescribed helicopter checklist;
- If necessary, perform an out-landing.

3.6 Instrument Flight Procedures (performed in actual or simulated IMC)

Holding, Approach, Landing and G/A Procedures

3.6.1 Holding

Aim

Determine the candidate's ability to establish the aircraft in a holding pattern using an actual or simulated ATC clearance.

Description

In actual or simulated instrument conditions, the candidate must demonstrate adequate knowledge of a holding procedure for a standard or non-standard, published or non-published

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 55 of 163
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holding pattern. If appropriate, the candidate must demonstrate adequate knowledge of holding endurance, including, but not necessarily limited to, fuel on board, fuel flow while holding, fuel required to alternate, etc. Based on an actual or simulated clearance, the candidate will select a suitable entry procedure, enter the hold and establish the aircraft in the holding pattern. Also, the candidate will demonstrate the proper programming and use of Flight Management Systems if applicable.

Performance Criteria

Base the assessment on the candidate's ability to:

- change to the recommended holding airspeed appropriate for the Helicopter and holding altitude, to cross the holding fix at or below maximum holding airspeed;
- recognize arrival at the clearance limit or holding fix and initiate entry into the holding pattern;
- follow appropriate entry procedures for a standard, nonstandard, published, or non-published holding pattern;
- report entering the hold;
- comply with ATC reporting requirements;
- use the proper timing criteria required by the holding altitude and ATC or examiner's instructions;
- comply with the holding pattern leg length when a DME distance is specified;
- use the proper wind-drift correction techniques to accurately maintain the desired radial, track, courses, or bearing;
- maintain the appropriate holding speed, headings/tracks/course within given limits, as applicable and accurately tracks radials, courses, and bearings; and
- maintain proper aircraft control and flight within operating configurations and limitations while in the hold.

3.6.2 DescentAim

Determine the candidate's ability to comply with visual or instrument arrival procedures, as applicable.

Description

Descent begins when the crew leaves the cruise altitude to initiate an approach at a particular destination and ends when the crew initiates changes in aircraft configuration and/or speeds to facilitate landing on a particular runway.

The candidate shall complete the arrival procedures, as cleared, in accordance with Instrument Flight Rules or Visual Flight Rules, as applicable. In addition, the candidate shall demonstrate proper use of Flight Management Systems as applicable.

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Performance Criteria

Base the assessment on the candidate's ability to:

- demonstrate adequate knowledge of en-route Low and High Altitude Charts, STAR's/FMS Procedures, Instrument Approach Procedure Charts & VFR Charts, as applicable and related pilot and controller responsibilities;
- select and identify the navigation aids associated with the proposed arrival phase;
- select and correctly identify all instrument references, flight director and autopilot controls and navigation and communications equipment associated with the arrival;
- perform the aircraft checklist items appropriate to the arrival;
- select and establish communications with ATC using proper phraseology;
- comply in a timely manner with all ATC clearances, instructions, and restrictions;
- demonstrate adequate knowledge of two-way communication failure procedures;
- intercept in a timely manner, all tracks, radials and bearings appropriate to the procedure, route, ATC clearance or as directed by the examiner;
- correctly adhere to visual or instrument arrival procedures;
- adhere to airspeed restrictions and adjustments required by regulations, ATC, the POH/AFM, SOP's or the examiner;
- establish, where appropriate, a rate of descent consistent with the Helicopter operating characteristics and safety;
- maintain the appropriate airspeed, heading, altitude and accurately tracks, radials, courses, and bearings as given and prescribed;
- comply with the provisions of the Profile Descent, STAR and other arrival procedures, as appropriate; and
- maintain proper aircraft control and flight within operating limitations.

3.6.3 Approach GeneralAim

Determine the ability of the candidate to fly a successful stabilized precision and non-precision instrument approach in accordance with the published instrument approach procedure.

Stabilized as defined in ICAO Doc 8168 means:

- i. At V_{app}
- ii. Correct final approach configuration as briefed/planned
- iii. On track and glide-path
- iv. Aircraft trimmed for approach speed
- v. Correct/sufficient power setting for the final approach
- vi. All checklists and briefing completed

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Description

The candidate shall demonstrate approaches performed in accordance with procedures and limitations according AFM/POH or SOPs of the training syllabus of the ATO or the operator for the approach facility used. For multi-engine Helicopters complete at least one approach with a simulated failure of one engine.

The simulated engine failure should occur before initiating the final approach segment and must continue touchdown or throughout the missed approach procedure.

The candidates will demonstrate the proper programming and use of the Flight Management Systems as applicable.

The minimum altitudes depicted on the approach chart represent hard approach floor heights above terrain or other obstacles determined during the approach design process. Descent below these altitudes compromises the approach design safety factor.

Non-Precision Instrument Approach (2D) - Performance Criteria

Base the assessment on the candidate's ability to:

- select and comply with the PBN, VOR/ LOC/ LOC BC or NDB instrument approach procedure to be performed;
- establish two-way communication with ATC using the proper communication phraseology and techniques, either personally, or, if appropriate, delegates co-pilot/safety pilot to do so, as required for the phase of flight or approach segment;
- comply in a timely manner, with all clearances, instructions and procedures issued by ATC and advise accordingly if unable to comply;
- select, tune, identify, confirm and monitor the operational status of ground and aircraft navigation equipment to be used for in the approach procedure;
- establish the appropriate aircraft configuration and airspeed/V-speed considering turbulence, wind shear, microburst conditions or other meteorological and operating conditions;
- complete the aircraft check-list items appropriate to the phase of flight or approach segment, including engine out approach and landing checklist, as appropriate;
- prior to the final approach course, maintain declared altitudes in given limits without descending below applicable minimum altitudes and maintain headings as given;
- apply the necessary adjustment to the published Minimum Descent Altitude (MDA) and visibility criteria for the Helicopter approach category when required, such as NOTAMS, inoperative Helicopter and ground navigation equipment and inoperative visual aids associated with the landing environment;
- on the intermediate and final segments of the final approach course:

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- a. maintain PBN, VOR/ LOC/ LOC BC tracking within $\frac{1}{2}$ scale deflection of the course deviation indicator or within 5 degrees of the desired track in the case of an NDB approach;
- b. fly the approach in a stabilized manner without descending below the applicable minimum altitudes depicted on the approach chart (+as required/-0 feet);
- c. descend to and accurately maintain the Minimum Descent Altitude (MDA) and track to the Missed Approach Point (MAP) or to the recommended minimum visibility that would permit completion of the visual portion of the approach with a normal rate of descent and minimal manoeuvring;
- d. maintain declared approach airspeeds (+10/-5 knots);
- e. initiate the missed approach procedure if the required visual references for the intended runway are not obtained at the MAP
- f. execute a normal landing from a straight-in or circling approach as required.

Precision Instrument Approach (3D) - Performance Criteria

Base the assessment on the candidate's ability to:

- select and comply with the ILS or LPV instrument approach procedure to be performed;
- establish two-way communication with ATC using the proper communication phraseology and techniques, either personally or if appropriate delegates co-pilot/safety pilot to do so as required for the phase of flight or approach segment;
- comply in a timely manner with all clearances, instructions and procedures issued by ATC and advise accordingly if unable to comply;
- select, tune, identify and confirm the operational status of the ground and aircraft navigation equipment to be used for the approach procedure;
- establish the appropriate aircraft configuration and airspeed/V-speed considering turbulence, wind shear or other meteorological and operating conditions;
- prior to the final approach course, maintain declared or assigned altitudes within given limits without descending below the applicable minimum altitudes and maintain headings within given limits;
- apply the necessary adjustment to the published Decision Height (DH) and visibility criteria for the Helicopter approach category when required, such as NOTAMS, inoperative Helicopter and ground navigation equipment and inoperative visual aids associated with the landing environment;
- on the final approach course, allow no more than $\frac{1}{2}$ scale deflection of the localizer and/or glideslope indications;
- maintain declared approach airspeeds within given limits;
- maintain a stabilized descent to the Decision Height (DH) to permit completion of the visual portion of the approach and landing with minimal manoeuvring; and
- initiate the missed approach procedure upon reaching the DH when the required visual references for the intended runway are not obtained.

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Circling Approach - Performance Criteria

Base the assessment on the candidate's ability to:

- demonstrate adequate knowledge of circling approach categories, speeds, and complies with procedures to a specified runway;
- in simulated or actual instrument conditions to MDA, accomplish the circling approach selected by the examiner;
- demonstrate sound judgment and knowledge of the Helicopter manoeuvring capabilities throughout the circling approach;
- adhere to all restrictions and instructions issued by ATC;
- descend at a rate that ensures arrival at the MDA at, or prior to, a point from which a normal circle-to-land manoeuvre can be accomplished;
- avoid descent below the appropriate circling MDA until in a position from which a descent to a normal landing can be made;
- manoeuvre the helicopter after reaching the authorized circling approach altitude, by visual references to maintain a flight path that permits a normal landing on a runway at least 90° from the final approach course;
- perform the procedure without excessive manoeuvring and without exceeding the normal operating limits of the Helicopter;
- maintain the desired altitude within -0, +100 feet, heading/track and the airspeed within given limits, but not less than the airspeed as specified in the POH or the AFM;
- use the appropriate Helicopter configuration for normal and abnormal situations and procedures, where applicable;
- turn in the appropriate direction, when a missed approach is dictated during the circling approach and use the correct procedure and Helicopter configuration (the missed approach procedure must be briefed in detail before starting the approach!); and
- perform all procedures required for the circling approach and Helicopter control in a smooth, positive and timely manner.

3.6.4 Go-Around

Aim

Determine the candidate's ability to carry out a successful missed approach.

Description

The candidate will conduct a missed approach at any time from intercepting final approach course down to touch down on the runway. Except where ATC amends it, the candidate must follow the published missed approach procedure.

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In addition, the candidate shall demonstrate the proper use of the Flight Management Systems as applicable.

Performance Criteria

Base the assessment on the candidate's ability to:

- demonstrate adequate knowledge of missed approach procedures associated with standard instrument approaches;
- initiate the missed approach procedure by promptly applying power and establish the proper climb attitude, and reduces drag in accordance with the approved procedures, assures a positive climb;
- inform ATC upon the commencement of the missed approach procedure;
- comply with the published or alternate missed approach procedure;
- follow the recommended Helicopter check-list items appropriate to the go-around procedure;
- request a clearance, if appropriate, to the alternate airport, another approach, a holding fix, clearance limit, or as directed by the examiner; and
- maintain recommended airspeeds, heading, track or bearing within given limits; and
- climb to and maintain the published missed approach altitude, or as cleared by ATC or the examiner.

3.6.5 Baulked Landing 50 Feet**Aim**

Determine the candidate's ability to perform a successful baulked landing.

Description

The candidate will conduct a baulked landing after having completed the instrument portion of the approach with the runway in sight, the aircraft configured for landing and in final descent to the runway. Initiate this manoeuvre at approximately 50 feet above the runway and just about over the runway threshold. The examiner may combine the baulked landing with the missed approach.

In addition, the candidate will demonstrate the proper programming and use of Flight Management Systems, as applicable.

Performance Criteria

Base the assessment on the candidate's ability to:

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 61 of 163
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- demonstrate adequate knowledge of a baulked landing procedure including the conditions that dictate a baulked landing, the importance of a timely decision, the recommended airspeed, and the applicable “clean-up” procedure;
- make a timely decision to reject the landing for actual or simulated circumstances and make appropriate notification when safety-of-flight is not an issue;
- apply the appropriate power setting for the flight condition and establish a pitch attitude necessary to obtain the desired performance/positive climb;
- at a safe altitude, establishes a positive rate of climb and the appropriate airspeed within +10/-5 knots;
- trims the helicopter as necessary, and maintains the proper ground track during the baulked landing procedure; and
- accomplish the appropriate checklist items in a timely manner in accordance with approved procedures.

3.6.6 Air-Taxi In – Block OnAim

Determine the candidate’s ability to conduct after landing air-taxi in, arrival/engine shutdown, post-flight and flight close procedures as appropriate.

Description

The candidate will demonstrate the ability to manoeuvre the aircraft under its own power to an arrival area for parking, shut down the engine(s) and ancillary systems and conduct required post flight procedures such as securing the aircraft.

Performance Criteria

Base the assessment on the candidate’s ability to:

- demonstrate proficiency by maintaining correct and positive control;
- consider the safety of nearby persons or property by maintaining proper look-out, spacing between aircraft and obstructions;
- accomplish the applicable checklist items and performs the recommended procedures;
- maintain an appropriate taxi speed;
- comply with instructions issued by ATC (or the examiner simulating ATC);
- observe runway hold lines, localizer and glide slope critical areas, and other surface control markings and lighting to prevent a runway incursion;

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- maintain constant vigilance and Helicopter control during the taxi operation; and
- record forms/logs and flight time/discrepancies.
- Perform PNF (pilot non-flying) or PM (pilot monitoring) duties (if applicable)

3.6.7 PNF/PM Duties

Aim

Determine the candidate's ability to demonstrate proper division of PNF duties in accordance with the aircraft procedures and SOP's.

Description

Each pilot will demonstrate PNF/PM duties sufficient to determine compliance with and knowledge of aircraft procedures and company SOPs. This will include normal and abnormal procedures while operating as PNF/PM.

Performance Criteria

Base the assessment on the candidate's ability to:

- adhere to PNF/PM duties as outlined in the aircraft procedures and company SOP's;
- complete necessary duties assigned by the pilot flying;
- maintain crew discipline during normal and abnormal procedures;
- demonstrate familiarity with the procedures contained in the QRH or paper checklist;
- demonstrate FMS inputs, as applicable;
- effectively share cockpit workload; and
- maintain crew awareness or attention to flight mode annunciations.

Performance Criteria Engine Failure after Take-Off (Multi-Engine)

Base the assessment on the candidate's ability to:

- recognize the simulated engine failure promptly;
- control the helicopter;
- set the power controls and reduce drag by using control application, in the proper sequence;
- identify and verify the inoperative engine;
- maintain directional control within given limits;
- establish a positive rate of climb, if the helicopter is capable;
- accelerate to and maintain one engine inoperative required airspeed/V-speeds and trim the helicopter, as required;

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- locate the necessary controls and switches to carry out and complete the emergency procedures in accordance with the approved emergency procedures checklist (engine failure during take-off):
 - a. complete prescribed engine failure vital action checks from memory;
 - b. complete the emergency drill, in accordance with the emergency checklist; and
 - c. complete engine shutdown checks and other necessary checks in accordance with the appropriate emergency checklist(s).
- monitor the operating engine and take appropriate action to keep the operating engine parameters within limitations.

3.6.8 Rejected Take-Off

Aim

Determine the candidate's ability to recognize an abnormal situation requiring a rejected take-off and to carry out an appropriate procedure in accordance with the AFM/POH and/or SOPs.

Note: If there is no FSTD available a rejected take-off reasonable speed must be determined (e.g. 50% of VMCA) giving due consideration to Helicopter characteristics, runway length, helipad or landing site size, surface conditions, wind direction, and any other factors that might adversely affect safety.

Description

When performed in a simulator, the candidate will demonstrate a rejected take-off before reaching lift-off speed or, if conducted in the aircraft, the candidate will verbally explain this manoeuvre during the briefing or perform the procedure at a reasonable speed before reaching V_{Toss} .

Reasonable in this context means: taking into consideration required accelerate-stop distance versus runway length available, wind conditions, runway surface conditions, heating effect on brakes, tire conditions, possible defects of antiskid systems and any other circumstances or conditions that may affect a safe accomplishment of the procedure.

Performance Criteria

Base the assessment on the candidate's ability to:

- demonstrate adequate knowledge of the technique and procedure for accomplishing a rejected take-off after power-plant/system(s) failure/warnings, including related safety factors;

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- consider, prior to beginning the take-off, operational factors which could affect the manoeuvre, such as Take-off Warning Inhibit Systems or other Helicopter characteristics, runway length, surface conditions, wind, obstructions that could affect take-off performance and could adversely affect safety;
- align the Helicopter on the runway centreline;
- perform all required pre-take-off checks as required by the appropriate checklist items;
- adjust the power-plant controls as recommended for the existing conditions;
- apply the controls correctly to maintain longitudinal alignment on the centreline of the runway;
- abort the take-off if, in a single-engine Helicopter the powerplant failure occurs prior to becoming airborne, or in a multi-engine Helicopter, the powerplant failure occurs at reasonable speed before $V_{(TOSS)}$ during the take-off where the abort procedure can be initiated and the Helicopter can be safely stopped on the remaining runway/stopway. If a flight simulator is not used, the power-plant failure will be explained by the candidate prior to the flight;
- reduce the power smoothly and promptly, if appropriate to the Helicopter, when power-plant failure is recognized; and
- use spoilers, prop reverse, thrust reverse, wheel brakes, and other drag/braking devices, as appropriate, maintaining positive control in such a manner as to bring the Helicopter to a safe stop. Accomplishes the appropriate power-plant failure or other procedures and/or checklists as set forth in the POH or AFM or SOP.

3.7 Use of optional equipment

3.7.1 General

Aim

Determine the candidate's ability to use optional equipment in accordance with the equipment's instructions, the POH, AFM, or other applicable publications if applicable.

Description

Optional equipment may be carried on board the helicopter to assist the pilot in performing his flight duties. Determine that the pilot has the required knowledge to operate optional equipment.

Performance Criteria

Base the assessment on the candidate's ability to:

- demonstrate adequate knowledge of the optional equipment;
- identify any malfunctions if applicable;
- identify possible alternate course of action;

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- consider and apply any restrictions or limitations to the operation of an optional equipment in order to continue the flight.

3.8 Oral Theoretical Knowledge for Type Rating Skills Test (INITIAL ISSUE)

3.8.1 Technical Knowledge

Aim

Determine the candidate's ability to demonstrate theoretical knowledge of selected systems, components, normal, abnormal and emergency procedures and operate aircraft systems in accordance with the POH/AFM.

Description

The examiner will interview the candidate to demonstrate a practical knowledge of the airframe, engine, major components and systems including the normal, abnormal, alternate and emergency operating procedures and limitations relating thereto.

Performance Criteria

Assessment of the candidate's ability to explain the operation of the following systems (as far as applicable):

- Weight limitations / MAUM / MTOW
- Vne / Vno / Vy
- Power limitations
- Sloping ground limitations
- Avoid curve parameters
- Starter/Start limitations
- Fuel capacity/consumption/endurance
- Autorotation speeds
- RRPM limits (power on/power off)
- Wind limitations/critical wind azimuth areas
- Other limitations from the appropriate Flight Manual

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APPENDIX 1 – EXAMINER ASSESSMENT OF COMPETENCE, LST/LPC/OPC

A1.1 The aim of the Examiner Assessment of Competence (AoC) is for the examiner to demonstrate his competence to exercise the privileges of an examiner certificate. Should an examiner fail an Examiner AoC, they will be presented with the examiner report form TM/CAD/0141, and shall undergo suitable retraining, as determined by the Head of Training of an ATO and agreed with the Head of Personnel Licensing before being retested.

A1.2 For the purposes of an Examiner AoC, the crew under test/check should be representative and properly constituted unless accepted by the Head of Personnel Licensing. The crew under test/check should not normally contain a Senior Examiner (SE), or another examiner. CAT operators should also refer to ORO.FC.230.

A1.3 When the Examiner AoC is conducted in a simulator for the initial issue or revalidation of an examiner certificate the test/check shall be a skill test, license proficiency check, operator proficiency check or a combination of these.

For operators conducting the Examiner AoC within a mixed implementation EBT programme, the Examiner AoC may be conducted within the evaluation and maneuvers validation phase. The EBT module should contain items detail in A1.10 of this Appendix within the EVAL and MV phases of the module. An Examiner AoC cannot be conducted in the SBT phase of any mixed implementation EBT module.

A1.4 Human factors shall always be assessed appropriately so that an examiners effectiveness in assessing non-technical skills and pilot competencies can be confirmed.

A1.5 When an examiner adds or transfers to a different aircraft type, he may qualify on that type as an examiner without an AoC after completion of the respective TRI qualification.

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

A1.7 The Format of the Examiner AoC

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

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

- a) Give a Health and Safety briefing for the briefing room
- b) Brief the crew for the test/check.
- c) Check the crew's licenses at an appropriate stage of the briefing.

A1.7.3 Conduct of the Simulator Detail

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 68 of 163
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The examiner under assessment will:

- a) If an FFS is used, check that it is EASA approved and for skills tests and renewals that the ATO has additionally approved the device for use. For OPC's, the Training Organisation shall also have approved the device for use as part of their management system.
- b) Complete the initial entry in the technical log
- c) Check the serviceability of the simulator, both visually and with regards to the technical log
- d) Give a Health and Safety briefing for the simulator even if it is day two of the check
- e) Make effective use of available simulator functions and time to create realistic training and checking. Use standard radiotelephony and correctly simulate the Air Traffic Control (ATC) environment and procedures.

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

A1.7.4 Post-simulator or Flight Procedures

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

A1.7.5 TM-CAD Inspector or SE Administration Procedures for an Examiner AoC

After an Examiner AoC has concluded, the TM-CAD Inspector or SE will complete a Form TM/CAD/0141 including details of the Assessment conducted, a narrative on performance of the examiner and award grades in accordance with the examiner competencies and performance markers.

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Pass:

Complete Form TM/CAD/0141 and e-mail to cadpel.tm@transport.gov.mt

Fail:

Examiner Assessment of Competence Report Form TM/CAD/0141 – one copy should be given to the examiner under assessment, one copy to Examiners and one copy to be retained by the TM-CAD Inspector or SE.

A1.8 Aim of the test/check

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

- a) determine whether, by practical demonstration, the applicant has reached/maintained the required level of technical and non-technical competence for the rating;
- b) improve the standards of instruction and training by feedback of those exercises and procedures which are commonly failed; and
- c) ensure that safety operational standards are maintained, and where possible improved, throughout the aviation industry, by requiring the demonstration of technical and non-technical competency.

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

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

- a) ensure no language barriers exist;
- b) ensure the applicant complies with all the qualifications, training and experience requirements;
- c) ensure the applicant has completed at least 10 route sectors as pilot of the relevant type or class of helicopter, or one route sector with an examiner during the period of validity of the rating. This may be done during the test and shall consist of a take-off, departure, a sector of not less than 15 minutes, arrival, approach and landing. The examiner shall ensure that a complete cycle of normal checks has been carried out;

Note: A pilot working for a Part-OPS approved commercial air transport operator who has passed the OPC combined with an LPC is exempt from this requirement.

- d) ensure the applicant is made aware of the consequences of providing incomplete, inaccurate or false information related to their training and flight experience;
- e) revalidate the IR(A) as part of a combined type and IR skill test or proficiency check.

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

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A1.10 Conduct of the test/check – Appendix 9 - TM/CAD/0161

A1.10.1 The items marked M (mandatory) on form TM/CAD/0161 and in Part-FCL Appendix 9 show the minimum practical exercises that shall be tested/checked. At the discretion of the examiner additional items may be selected from the “practical training” to be tested/checked and are encouraged to do so. If additional items are to be included in the test/check, they shall be briefed, although it is not necessary to be prescriptive. TM/CAD/0161 only defines the technical requirements of training and testing in accordance with Appendix 9; non-technical competency shall be incorporated and assessed throughout in accordance with Part FCL Appendix 9.

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

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

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

A1.10.5 Attempt 1

If the applicant is in the process of completing his first attempt at the test/check and he fails an item that he has previously passed, it is now recorded as a fail at attempt number one.

Attempt 2 and Retest of items

Part-FCL states “failure in any item of the re-test/re-check including those items that have been passed at a previous attempt will require the applicant to take the entire test/check again”. This means that the attempt number one should have been completed in total. If there are any failed items, the examiner carries out attempt number two. Now the rule applies. It is therefore advisable to avoid flying a maneuver that the applicant has already passed. For example, by giving the other pilot some of the flying (in an aircraft the examiner can take control) up to the point of the item to be re-tested. In a simulator, the aircraft could be airborne repositioned and put in position freeze until the applicant has settled down, or in the case of a failed go-around use a different type of approach to any previously assessed as a vehicle to get to minima. However, if the candidate is going to fly something previously passed and it is to be assessed, the applicant shall be briefed accordingly. Retest item(s) attempt number two shall not be repeated.

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

A1.10.7 If an applicant fails to achieve a satisfactory standard in an item, he will be re-tested in that item. Such re-tests shall be indicated on company training records and the TM/CAD/0161 form. The examiner may stop the test/check at any stage if it is considered that the applicant's competency requires a complete re-test or re-check.

A1.10.8 Repeats

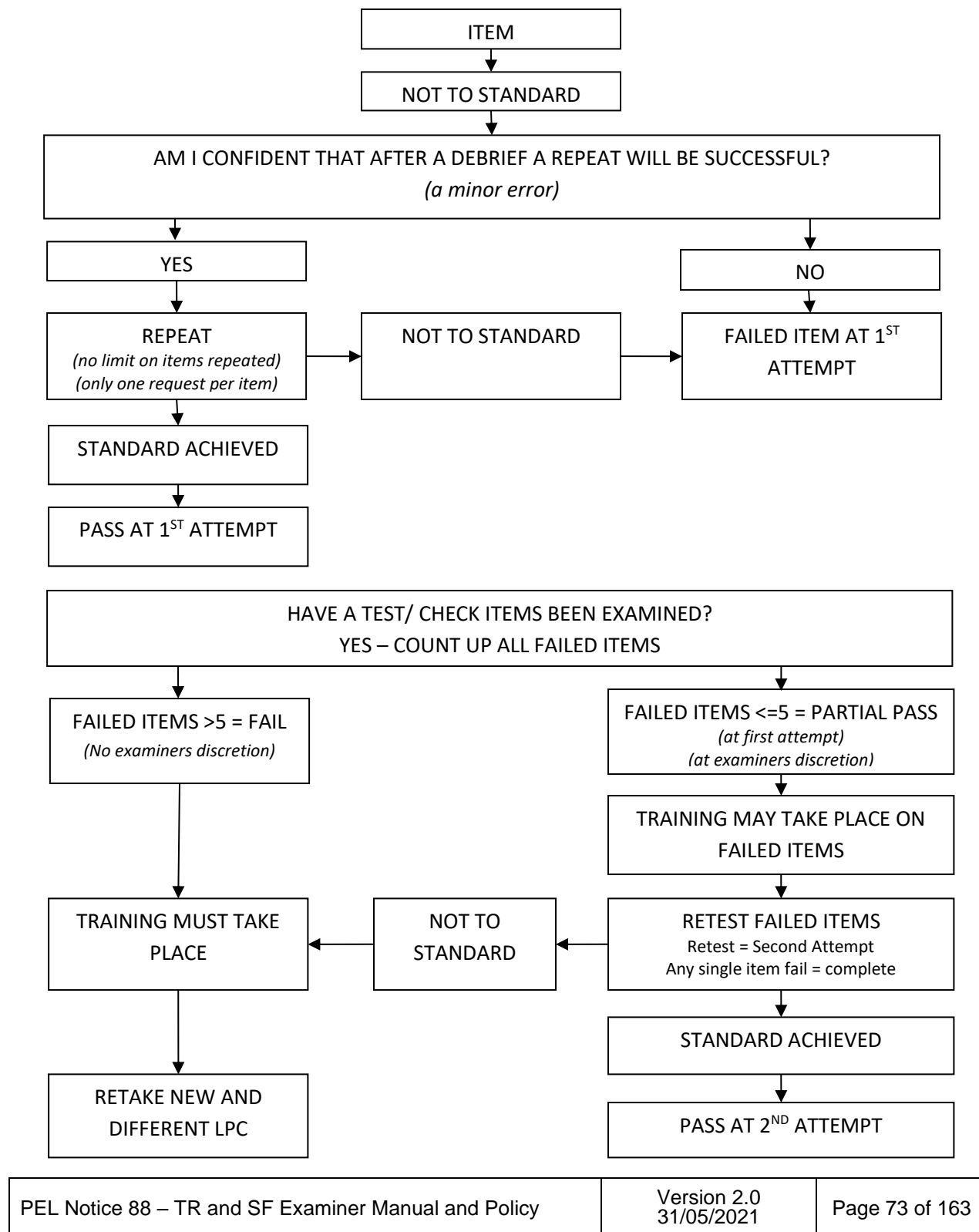
At attempt number one the examiner may use his discretion to repeat any item(s) of the test/check once. The option to repeat any item is not a right of the applicant. As general guidance, the examiner should only exercise his discretion to repeat an item when they consider that the applicant has made a minor error and it is clear that the applicant is aware of the issue and how to resolve without requiring training input. This discretion should not be used if further training is required. If retraining is required it should be done prior to a retest, i.e. a second attempt. Repeats may not be carried forward to another simulator detail/flight, unless the test was originally planned as a two-day event. If an examiner decides that a repeat is appropriate in any item, it would not usually be passed to day 2. If this cannot be resolved within the same detail, the examiner should consider awarding a fail in that item to ensure the crew member does not exercise the privileges of their rating until the issue is resolved. Repeats shall not be passed on to another examiner.

A1.10.9 Although technically all items of the test schedule may be repeated once, this is not in the spirit of the repeat discretion. If the applicant's performance is such that several items need repeating, the candidate is clearly not up to the required standard and the discretion to repeat should not be exercised further. Repeats are not recorded on the relevant TM/CAD/0161 form but shall be recorded on company paperwork.

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PASS / REPEAT / FAIL FLOW DIAGRAM



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- 1.10.10 Should the examiner consider that the applicant was not performing satisfactorily due to any external influence or distraction then the exercise should not be assessed. An example of this may be noisy engineering work outside of a simulator.
- 1.10.11 If a pilot has presented himself for check and has not declared himself unfit prior to the test, it is reasonable to assume that he would have presented himself for a flight. It is not acceptable post-test for him to complain that he was unwell.
- 1.10.12 The skill test/proficiency check format for the test/check is intended to simulate a practical flight where possible, i.e. a commercial air transport flight. Planning and preparation shall be completed by the crew using routine planning material in accordance with normal operating procedures. In flight, the applicant shall use the normal charts and plates as per the company's operation. It is not acceptable to use "home-made" line drawings or photocopied material, which has been customised or highlighted.
- 1.10.13 Skill tests and proficiency checks shall not be conducted on a flight for the purpose of commercial air transport or public transport of passengers.
- 1.10.14 The test/check for a multi-pilot helicopter or SP HP(A) operated to multi-pilot operations shall be performed in the multi-crew environment and another applicant or another pilot may function as a second pilot. If a helicopter rather than a simulator is used for the test/check, the second pilot shall be the examiner.
- 1.10.15 An applicant for the initial issue of a multi-pilot helicopter type rating or ATPL(H) shall be required to operate as "pilot flying" (PF) during for all Mandatory items of the test. In addition, the applicant shall demonstrate the ability to act as "pilot monitoring" (PM).

A1.11 Examiner responsibilities

- 1.11.1 An Examiner will be responsible for the following:
- Assessing and developing the technical and non-technical competence of flight crew.
 - Ensuring that the operator's test/check complies with legal requirements.
 - Supplying feedback to the company.
 - Complying with the current PEL Notice 64.
 - Being a role model for the crew under check
 - Ensuring needs of the crew and general welfare of all personnel are met.

A1.12 Conduct of the examiner

- 1.12.1 The examiner may change the sequence of sections or maneuvers to achieve an orderly and efficient flow of a practical flight having regard to the existing conditions or circumstances but shall not miss out any items. Examiners shall ensure that the test/check is completed efficiently and without wasted time.
- 1.12.2 Should a flight test/check not proceed as briefed the examiner shall remain flexible and alert to achieving as much as possible in the changed circumstances. In an aircraft,

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

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

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

A1.13 Training alongside testing**1.13.1 Proactive Training**

When carrying out the mandatory proficiency check items 3.4 to 3.6 selected from the form TM/CAD/0161 and combining this test/check with an OPC, AIR OPS requires an element of training as well as checking.

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

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

Remember that three items from each list is a minimum and therefore some thought should be given to the inclusion of other less complex items if substantial training is to be given.

This training applies to the proficiency checks and not to the skill test. The skill test assumes that the applicant already has the required knowledge and ability. It is performed when all training has been completed, e.g. at the end of a conversion course, upgrading to an ATPL, or for Malta license issue.

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1.13.2 Reactive or Remedial Training

This is when instructional input is needed to improve an applicant's performance. It is generally well recognised by examiners that the skill test/proficiency check is a "two attempt" test or check, with all items in attempt number one having to have been attempted by the applicant before any re-testing/re-checking can occur in attempt number two. By definition, retraining will have to be given before this re-testing/re-checking [Note: the intended meaning of the foregoing is that any retraining deemed necessary shall precede re-testing/re-checking, rather than that retraining is mandatory]. This retraining can be given at any appropriate time prior to the re-test/re-check – it does not have to be performed immediately prior to any re-test/re-check. As an extreme example, an applicant may crash at the beginning of a test/check, say on an engine failure after take-off. It would be inappropriate and counterproductive to attempt to carry on without any training input however instead train the candidate to proficiency before continuing the test/check. The re-test/re-check would then be performed after the completion of attempt number one.

1.13.3 Training Input during LPC/OPC Brief

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

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

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

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

In simulators, tests/checks are usually based on real-time scenarios, with the distinct benefits of improved realism and the need for crews to make decisions and act accordingly. However, for expedience and time management, it is sometimes necessary

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to use reposition functions and train or test items outside of a full scenario. This is acceptable provided the overall test contains an appropriate scenario-based assessment. If repositions are used, the candidate/crew shall be briefed regarding their new situation and position and the examiner must ensure that the Situational Awareness of the candidate/crew is maintained by appropriate pre-emptive briefing.

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

Any unacceptable reduction in safety margin, unacceptable performance or behavior shall not be permitted at any time. Such sub-standard performance must be rectified before returning to line operations.

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

In summary:

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

Note: Useful guidance on operator training design methodologies and incorporation of ATQP and mixed implementation EBT is provided in appendix 8 of this document.

A1.14 Briefing the applicant for a test**A1.14.1 Briefing the Applicant**

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

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

It is considered best practice to meet with the crew before commencing the formal briefing. This can have benefits in setting candidates at ease and setting a general tone of conduct, but also the examiner can collect much information from candidates over

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general attitude and behaviors, any potential impediments to the test ahead and general experience levels.

The briefing shall cover the following:

- a) Health and Safety, briefing facilities adequate and exercise fully prepared. Mobile phones should be switched off or set to silent to avoid distraction.
- b) The objective of the flight and test, for example:
 - a) Demonstrate at least the minimum required standard in all the competencies;
 - b) Enhance handling skills; and
 - c) Enhance the trainee's ability to anticipate, recognise and manage most relevant threats and errors.
 - d) Human factors and overall competence will be assessed throughout. Where a company has a competency framework with associated observable behaviors, these should be introduced and discussed with the crew members.
 - e) Freedom for the crew to ask questions.
 - f) Operating procedures to be followed (e.g. AFM/operator's manual/SOPs expeditious as if on an aircraft, use of checklists).
 - g) Importance of RT standards and compliance with valid ATC instructions.
 - h) Weather assumptions (e.g. icing, cloud base, use of screens), Notices to Airmen (NOTAMs), chart check.
 - i) Operating capacity and roles of the applicant, the PM and the examiner:
 - (i) Single-/multi-crew environment
 - (ii) PM/PF – Responsibility for the management of equipment and systems.
 - (iii) PM/PF – Adherence to ATC instructions/liaison.
 - (iv) PM/PF – Identification of radio navigation aids prior to their use.
 - (v) PM/PF – Management of checklists – who calls for what.
 - (vi) Examiner – ATC, operations, cabin crew and ground staff.
 - j) Contents of exercises to be performed. This should not be prescriptive, i.e. the order of events should not be given (except when testing in an aircraft). If the detail is to be divided into distinct phases, as would be the case with mixed implementation EBT, these should be defined with expectations in each clarified. For example:
 - Evaluation phase; (e.g. 'This will be run as a real-time scenario')
 - maneuvers validation phase; and (e.g. 'this will include Individual maneuvers or test items, these may be conducted in real time, however, once an item is completed I may take control and reposition and I will re-brief your new situation prior to release')
 - Scenario-based training phase. (e.g. 'this will focus on further development of pilot competencies in a learning environment. We may additionally cover other items required for training purposes or those required for operational approval, FO development etc. I will brief you as we move between various items.
 - k) Agreed speed (e.g. V-speeds, use of SOP/FMS speeds, use of airspeed bugs).
 - l) Handling and use of automation (e.g. bank angle/flight director, autopilot, automatics, FMS/TCAS, auto throttle, HUD, EVS).

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- m) Agreed accuracy tolerances in FMS for PBN operations.
- n) Use of radio aids, acceptable methods of idents (e.g. visual idents may be acceptable)
- o) Simulator differences and serviceability. *
- p) Administrative procedures (e.g. weather brief, submission of flight plan and any slot restrictions).
- q) Unplanned emergencies and handing of control.
- r) Applicant understanding of brief.

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

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

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

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

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

Note 3: Examiners are required to check the applicant's license. It is recommended that this is conducted at an appropriate time, for example when crews are preparing their paperwork. The applicant shall have the type on his license unless an LST is to be carried out. For a renewal, the check may be conducted, but the examiner shall not sign the license unless prior permission to was TM-CAD sought. If no permission was sought the applicant must apply with TM-CAD for the rating renewal.

1.14.2 Applicant's License absent

Where the applicant for the proficiency check does not present a valid license for reasons deemed acceptable to the examiner, the test may be conducted (in a simulator only). If

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successful, the Section XII/XIII cannot be signed. The applicant shall be told that they cannot exercise the privileges of that rating until they have a valid license.

The examiner should sign TM/CAD/0161 and complete the Form as proof of a completed test/check, insert a clear note in the Examiner Remark part stating “**Applicant’s license was not presented**” and give it to the applicant for submission to licensing.

1.14.3 Applicant’s Medical Certificate expired or absent

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

The examiner should sign TM/CAD/0161 and complete the form as proof of a completed test/check, adding a clear note in the Examiner Remark part stating “**Applicant’s medical expired/was not presented**” and give it to the applicant for submission to licensing.

An applicant holding a Malta issued EASA license may hold a medical certificate issued by another EASA member state, but their medical records shall be held by the TM-CAD.

1.14.4 Stand-in pilot

- a) If a pilot not under test forms part of the crew, the minimum expected qualification requirements for that pilot in an FFS are as follows:
- A valid license and rating privileges, or have completed the pre-requisites for the type rating
 - A medical certificate is not required, provided there are no health and safety limitations.

In an aircraft, a pilot must hold a valid license, medical and rating privileges as applicable to occupy a pilot’s seat.

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A1.15 De-briefing the applicant for a test

1.15.1 Debriefing structure

The examiner should conduct a fair and unbiased review based on observed actions and facts. A debriefing is successful if the pilots have a clear understanding of their performance, particularly in underlying root causes and behaviors that may have led to

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deficiencies and where they might be improved. It is additionally crucial to reinforce good behaviors, knowledge, skills and attitudes.

- a) The examiner should not start the debriefing by asking the applicant any questions unless they directly affect the result.
- b) The examiner should conduct the initial phase of the debriefing as follows:
 - 1) Result:
 - (i) PASS. If the result is a 'Pass' then use facilitative techniques and the established behavioral markers.
 - (ii) FAIL or PARTIAL. Continue as detailed below:
 - 2) Reasons for failure in descending order of severity (with short, sharp, factual statements not open to dispute – do not discuss any minor criticisms at this stage).
 - 3) Re-test requirements.
 - 4) Ramifications/restrictions and the effect on the pilots licensing privileges.
 - 5) Retraining requirements.

Note: If the test/check has been failed, the examiner should also remind the applicant of the right of appeal in accordance with ANO Article 92.

- c) Where appropriate and once the outcome has been announced, facilitation skills should then be used by the examiner. Flight crew members should be encouraged to analyse their performance that led to any deficiencies and the examiner should provide positive feedback to the crew to encourage the changes needed and to provide specific recommendations to improve individual flight crew member's performance and performance as a crew. Behavioral markers and Human Factors principles should be incorporated throughout the debriefing.

Note 1: With the consent and knowledge of the crew, animated playback systems and video can be used to target and to develop competencies and understand individual and crew performance. Once the debriefing is completed, the video or playback system data should be deleted unless the participants agree on the contrary.

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1.15.2 Debriefing philosophies

- a) During test/check, note everything that may be significant as it occurs.
- b) Decide on assessment and re-test requirements (subject to any questions) and plan the debrief. The examiner should identify key root causes and analyze these to prepare for the debriefing.
- c) Do's and Don'ts for debriefing:

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Do:	Don't:
<ul style="list-style-type: none"> • Be factual and quantitative. 	<ul style="list-style-type: none"> • Ask the applicant to assess himself.
<ul style="list-style-type: none"> • Be fair (give praise when deserved). 	<ul style="list-style-type: none"> • Be vague.
<ul style="list-style-type: none"> • Be constructive (how to avoid or correct). • Be prepared to concede if you are incorrect. • Encourage self-analysis (but not self-assessment) • Identify 2-3 key roots cause items that above all else you need to ensure that candidates take away for self-improvement. Only focus on smaller items if necessary. • Consider Human Factors aspects and link those to debrief items 	<ul style="list-style-type: none"> • Be emotive (avoid aggression, irritability, sarcasm). • Focus on minutiae and avoid the root causes • Be apologetic • Personalise • Exaggerate • Ramble • Debrief items you are unsure of • Impose your own SOP's • Undermine company or manufacturer SOP's

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

A1.16 Facilitation

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

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

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job well. In many professions, the formal training emphasis is often on developing knowledge and skills, with the examination of competence almost exclusively concerned with measuring knowledge and skills against a set of standards. Facilitation techniques are more effective than the showing and telling technique because the participant's involvement and experiences are part of the learning process.

To be competent, a pilot requires capabilities across a range of knowledge, skills and attitudes (KSA). The role of the instructor is to help trainees develop their KSA using appropriate techniques including facilitation. The facilitation technique is not just for the poor performer or for the development of attitude but can be equally used to reinforce effective behavior because it gives trainees an understanding of why they are good, which encourages their continued development.

Always analyse your briefing notes in advance and look for 2-3 key root cause issues that the candidate should leave with an understanding of. These in your mind will help you lead the candidate to realisation of these points. Only then deal with smaller issues, e.g. minor SOP issues etc., if there is time, and not if the key learning points are crucial so as not to dilute the memory.

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

Instruction and Facilitation techniques (ICAO Doc 9995)

	Instruction Technique	Facilitation technique
What do the words Instructing/facilitating imply?	Telling, showing	Enabling the trainee to find the answer by himself/herself
What is the aim?	Transfer knowledge and develop skills	Gain insight/self-analysis to enable an attitude change
Who knows the subject?	Instructor	Both instructor and trainee
Who has the experience?	Instructor	Both instructor and trainee
What is the relationship?	Authoritarian	Equal
Who sets the agenda?	Instructor	Both instructor and trainee
Who talks the most?	Instructor	Trainee
What is the timescale?	Finite	Infinite
Where is the focus?	Instructor – task	Trainee — performance and behavior
What is the workload?	Moderate	High

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What are instructors' thoughts?	Judgmental	Non-judgmental
How is progress evaluated?	Observation	Guided self-assessment

A1.17 Report writing, grading and competencies

- Appendix 2 and the detailed testing standard gives guidance for the evaluation of competencies and the requirement to assess both technical and non-technical skills. Many operators and ATOs create their own technical and non-technical competency matrix and these are normally used to grade pilots for overall competency, indeed operators and ATO's are encouraged to do so.
- Whichever performance markers are used or whatever grading or report writing methodology is employed, the report written by the examiner at the conclusion of the test/check should accurately reflect the result and the content of the debriefing and clearly indicate any performance deficiencies.

A1.18 Administration

Some of the following administration procedures may apply:

- Pilot license – sign if so authorised.
- Applicable TM/CAD/0161 form complete and copy as required.
- Skill Test - cannot exercise privileges until rating received from PEL Department
- When conducting a renewal, if the rating has been removed from the ratings page then the examiner cannot sign the license and must complete the appropriate TM/CAD/0161 form. An examiner may sign a certificate for revalidation for a rating that is expired for up to three years, but the rating must be in the ratings page of the license and prior permission was sought by TM-CAD to do so.
- Company Check Form.
- Examiner's record and form TM/CAD/0161 form complete and copy as required.
- Company notification (crewing etc.).

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APPENDIX 2 – DETAILED TESTING STANDARD**A2.0 General**

- a) The individual items herein are taken from the Skill Test but where applicable may be read across to the Proficiency Check.
- b) An assessment based on safe technical and non-technical competence is required. Collision avoidance, Threat and Error Management (TEM) and good airmanship are required to be demonstrated in a practical manner by good lookout, use of checklists, precise Radiotelephony (RTF) procedures, standard operating procedures, non-technical skills and sound flight management.
- c) In accordance with EASA Part FCL appendix 9, the following matters shall be specifically checked by the examiner for applicants for the ATPL(H) or a type rating for multi-pilot aircraft or for multi-pilot operations in a single-pilot helicopter extending to the duties of a PIC, irrespective of whether the applicant acts as PF or PM:
 - 1. management of crew cooperation;
 - 2. maintaining a general survey of the aircraft operation by appropriate supervision; and
 - 3. setting priorities and making decisions in accordance with safety aspects and relevant rules and regulations appropriate to the operational situation, including emergencies.
 - 4. principles of Human Factors. In addition to technical standards, if an unacceptable reduction in safety margin is observed contrary to appendix 9 and evidence of the deficiency is duly recorded, a fail shall be awarded.

Note: Many operators define a technical and non-technical competency matrix, and this is normally used to grade pilots for overall competency. As aligned with these requirements above, a pilot may be failed for an unsatisfactory performance in any of these competencies where they lead to a deficiency in any requirement defined within this document or unsafe practice.

A2.1 Item 1.1 Performance calculation

- a) Correct calculation and entry of performance is an assessable competency and identified by TM-CAD as a current risk. If unsafe practice is demonstrated, a fail in this item should be awarded
- b) If a scenario-based assessment is to be conducted, this will usually be conducted during pre-flight preparation. However, if testing in an FFS, this may be completed in the briefing room prior to the detail. If this is routinely completed in the briefing room, consideration should be given during a scenario to periodically presenting the crews with a runway change in the FFS to assess competency in recalculating performance in a live environment.

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

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 86 of 163
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Note: Item 1.3 is not a mandatory testing requirement for a skill test or proficiency check under Opinion 5/2017. In an aircraft, this must be included. Examiners, ATO's and operators should establish methods of periodically reviewing knowledge. For example, the use of OTD. If operators are running a scenario-based assessment consideration may be given to including an element of item 1.3. Some operators may additionally assess knowledge of safety equipment at this stage.

- a) Checks and cockpit procedures should be carried out in compliance with the authorised checklist for the helicopter used in the test.
- b) This item does not need to be the first flight of the day; however, some thought should be given to alternating first flights with transit checks to make sure that there is a comprehensive knowledge of the checklist.
- c) There should never be any doubt that an applicant should be able to complete normal start procedures and/or deal with any malfunctions. It is the examiners discretion if more this item is tested more thoroughly than the basic guidance.

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

Note: Operators with an ATQP approval or operate mixed implementation EBT, when using an FSTD for the assessment, may demonstrate to the authority methods of compliance with items at 1.4 provided they do not cover abnormal operations. The use of Other Training Devices (OTD), data from LOSA and line checks and periodic testing during a rolling training cycle may be accepted.

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

- a) Completes any pre-departure checks. An examiner may wish to alternate first flight of the day and transit checks, so that the knowledge of the various systems checks that are carried out on a first flight are not overlooked.
- b) In an FFS, crews under test must obtain a clearance as they would expect to in an aircraft.

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

- a) The engine failure may be combined with the departure (see Item 3.9.1). If an engine out emergency turn procedure is planned to count as a departure for the purpose of the test, consideration should be given to the case where the candidate fails to follow the correct departure tracks and therefore could fail both the engine failure on take-off and the departure at the same time.
- b) In an aircraft this should **NOT** be carried out even if after Vy when safely away from the ground unless prior approval from PEL is obtained. Shut down checks should be done by use of a touch drill. Simulation of engine failure close to the ground is a critical maneuver and examiners shall be aware of the associated risks and develop

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defenses according to the potential threat to safety. Minimum safe heights and speeds for simulation will vary depending on aircraft type and prevailing conditions.

Examiners should take note of any guidance provided by the aircraft manufacturers.

Operators shall give precise details in Part D of their Operations Manual regarding the minimum height and detailed information on how engine failures are to be simulated if approved.

- c) For some types of aircraft, the engine failure profile may be different depending on obstacle clearance. In this case there should be an alternation of the profiles flown by the applicant and care should be taken to record which one has been carried out. If the check is consistently conducted out of an airfield that does not have an emergency turn, thought should be given to manufacturing one for training purposes, to see that the correct procedures are followed.
Part-FCL states that this procedure shall be done by sole reference to instruments. However, all take-offs will have some visual reference available to the pilot. A pilot will make use of these visual cues to keep straight both on the runway and during the initial rotation, but as the pitch attitude increases his gaze will naturally transfer onto the instruments.
- d) In a simulator, remember that you are acting as ATC and therefore you would not know that the crew have suffered an engine failure unless they give out a PAN/MAYDAY. It is up to the crew to liaise with you. It is solely the crew's responsibility to reduce airspeed, ask to hold, or extend the final, should they wish more time to carry out the checklists etc.
- e) Only if approved with prior permission from PEL - If a visor, hood or screen is used to simulate Instrument Meteorological Conditions (IMC) in an aircraft, it shall obscure 25 degrees either side of the straight-ahead position. These should not be installed prior to taxiing as it obstructs the view.
- f) A question often asked is "how much swing is acceptable on an engine failure?" There are no published tolerances. Each aircraft type has its own characteristics and this in turn will depend on the time of the engine failure and the type of failure given.
- g) Engine failures in simulators close to V(TOSS) with a large V(TOSS)/VR split should not be used routinely because handling an engine failure that occurs on rotation is usually more demanding.
- h) When both pilots of a two-crew aircraft are jointly under check, EFATO scenarios for each pilot should not be 'carbon copies'. Some degree of difference should be presented - different airport, different runway, different weights, different weather or, different departure. The level of difference is left to the operator, TM-CAD considers that a greater level of training benefit is gained by presenting different scenarios to each pilot so that they can demonstrate handling and decision-making skills that are unique to the scenario.

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A2.5 Item 2.6 - Rejected Take-Off:

- a) The Rejected Take-Off (RTO) should be taken to its full conclusion. e.g. would the aircraft taxi onto stand? Was evacuation or a further take-off considered? etc.
- b) If you have divided duties on the RTO, and it is performed incorrectly, care shall be taken to correctly assess whether a fail in this item should be attributed to just one or both pilots.
- c) This shall not be performed in an aircraft, other than as a static touch drill.
- d) In some aircraft and with some operators, the co-pilot does not conduct a Rejected Take-Off. In these cases, this is acceptable provided it is conducted in accordance with SOP, however operators should consider periodic testing of this item it will be necessary to manufacture a reason for the co-pilot to stop, e.g. the incapacitation of the captain who then obstructs the controls.
- e) In a simulator, an applicant should not be told when the RTO will occur. Part-FCL states the need for the RTO to take place at a "reasonable speed". A practical approach to this issue is that "reasonable speed" does not always mean "high speed". It simply means a speed appropriate to the circumstances (nature of failure, contamination etc.). TM-CAD considers this to be any realistic time as a result of any plausible failure.

A2.6 Items Selected from 3.4 and 3.6:

- a) 3 of each of these items are mandatory for the skill test and proficiency check.
- b) 3.4 and 3.6 items may generally be combined with other test items. However, it is generally expected that the three 3.4 and three 3.6 items shall be individually assessed. What is not acceptable is an excessive combination for convenience or expedience. For example, an OEI after take-off may affect hydraulics, electrics and air conditioning, it is not considered acceptable to sign all these items off during this mandatory item.
- c) As a rule, all 3.4 & 3.6 items that require the demonstration of a handling skill shall be flown as PF. All other items can be flown once as a crew.

Note: For further guidance see table at A2.33

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

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

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

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

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Training Device (STD) with the correct presentation to avoid negative training.

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

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

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

- a) Recommended minimum limits have been promulgated for actual shutdown of power plants for training purposes. Examiners should ensure that they are familiar with the most recent guidance in this PEL Notice.
- b) The item should not be signed off if the engine has only been failed for item 2.5 (Take offs with simulated engine failure). It should be used to record engine related failures in other phases of flight. It may however be signed off without a re-start having been attempted (following an engine fire or severe malfunction for example). Some form of an airborne engine re-start should be programmed every 3 years or as agreed with the FOI.

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

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

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

This may be combined with an abnormal or emergency procedure.

- a) Full use of automatics and Lateral Navigation (LNAV) if fitted is permitted. Examiners are encouraged to use their imagination to obtain maximum benefit from this item of the test. For example, if LNAV is used, a departure with a close in turn that may require some speed control or a change to ATC clearance that may require some reprogramming of the Flight Management System (FMS) might be appropriate.
- b) Some interpretation of departure and arrival plates should be included. If you are using an aircraft and based at an airport that does not have a published instrument departure or arrival procedure, a clearance should be given by the examiner or gained from ATC, which includes some form of altitude/turn/track adherence. A departure that consists only of radar vectors should not be used.
- c) Correct altimeter setting procedures shall be followed.
- d) Flight management is demonstrated with a flight log and fuel and system checks, including anti-ice procedures when necessary.
- e) The applicant shall comply with arrival and joining procedures.

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- f) Some arrival procedures contain a hold. If it is failed it could be assessed in one of two ways:
- (i) the arrival, as in item 3.9.1; or
 - (ii) holding, item 3.9.2.

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

A2.12.1 Item 3.9.3 or 3.9.4 – RNAV /RNP Dep/Arrival procedures:

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

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

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

A2.13 Item 3.9.2 – Holding

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

A2.14 Instrument Approaches – General

- Three-dimensional (3D) operation means an instrument approach operation using both lateral and vertical navigation guidance.
- Lateral and vertical navigation guidance refers to the guidance provided by:
 - A) By computer-generated navigation data from ground-based, space-based, self-contained navigation aids or a combination of these. e.g. RNP APCH (LNAV/VNAV).
 - B) A ground-based precision radio navigation aid; e.g. (LPV, ILS, MLS, GLS).
- A two-dimensional (2D) operation means an instrument approach operation using lateral navigation guidance only. 2D operations shall be flown using a continuous

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descent final approach (CDFA) technique and must have a vertical profile manually calculated and controlled by the pilot. For example, a manually selected Flight Path Angle (FPA) or Vertical Speed (V/S).

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

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

- a) In order to ensure a low DA/H and assessment of skills to fly an approach down to where the indications are sensitive and critical, an angular approach (ILS or LPV) rather than a constant displacement approach (L/VNAV) should be selected by the examiner.
- b) While examiners will often choose to combine various test items for expediency, since this exercise is demanding, it may be wise to avoid overloading the applicant in this way.
- c) For skill test purposes, the exercise is to be carried out with manual thrust on all aircraft types. Manual thrust shall be selected off in advance of commencing descent from a platform altitude.
- d) According to the AFM, RNP APCH procedures may require the use of autopilot or flight director. The procedure to be flown manually shall be chosen considering such limitations. For example, an ILS approach may be more appropriate.

A2.16 Item 3.9.3.4 - Manual 3D Operation with One Engine Inoperative: (Not Applicable)

- a) The applicant shall complete a safe approach manually in an asymmetric configuration to the company DA/H. The examiner shall ensure that the test is conducted using an approach where the company minima allows a DH/A not normally greater than 450 feet AAL in order to fully assess the applicant's ability to make finer corrections in the latter stages of approach. The autopilot (and auto thrust, if selected off) shall be disconnected before intercepting the localiser and before final configuration for the approach so that the applicant's handling of any trim change associated with flap extension can be assessed. The engine failure should also be simulated prior to this phase.

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

- a) A 2D operation may be flown either using aircraft automation or manually. However, a two-dimensional (2D) instrument approach operation means an instrument approach operation using lateral navigation guidance only. Therefore, a 2D approach must be flown with the vertical path manually selected and controlled. E.g. with V/S or FPA.
- b) If the approach requires the use of ground-based radio aid(s), e.g. NDB/DME, VOR/DME, the crew remain responsible for monitoring these and ensuring the tracking remains within limits, the same applies when flying an 'overlay' approach. If the aircraft is equipped with a means of visually identifying a radio aid and validity of signal, then an audio ident is not necessary. However, crew awareness and

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monitoring of a reliable and valid signal must be demonstrated.

- c) A 2D operation shall normally be flown to the specified minima and not to circling minima, unless they are coincident. This is to ensure that the transition from an instrument approach procedure to a visual maneuver does not occur at such an early stage as to preclude comprehensive assessment of the former. Provided the examiner is satisfied in this respect, it is not necessary for a further 2D operation to be flown.
- d) A 2D operation shall be flown using the Continuous Descent Final Approach (CDFA) technique. This is required for air operators but is also recognised as the best way to optimise crew workload whilst achieving a stabilised approach path, especially in jet transport aircraft with their high inertia. Any input that destabilises the approach, such as selecting “Alt Hold” in order to avoid descent below the MDH/A, will therefore have a detrimental effect upon the safe and successful outcome, especially if there are associated technical problems such as asymmetric thrust.
- e) Whilst lateral and vertical tolerances in accordance with the performance criteria shall be taken into account, an examiner should use his professional judgement and take into account all factors when deciding whether a 2D operation has been flown to the required standard or not, e.g. for a crew who share a high level of situation awareness of the profile by communicating altitude versus distance to go to the threshold, and are flying a stabilised approach whilst making sensible corrections based upon the type of approach flown.
- f) It is noted that many operators use on-board equipment to ‘manage’ an approach laterally and vertically when conducting most normal approach operations. However, whilst this may be encouraged and best practice during normal operating conditions, Operator Proficiency Checks or scenario based training and assessment details, executing a manually selected vertical profile remains an approach option on modern commercial aircraft and is a requirement of part FCL Appendix 9, so competency shall be demonstrated.

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

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

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A2.18 Item 4.3 – Manual Go-Around from an instrument approach with critical engine simulated inoperative (Not Applicable)

Note: The PANSOPS definition of a Decision Altitude (DA) or Decision Height (DH) is a specified altitude or height in a 3D instrument approach operation at which a missed approach must be initiated if the required visual reference to continue the approach has not been established. During a go-around from published DA/DH or MDA/MDH, the correct go-around action shall be initiated promptly to ensure minimum height loss consistent with aircraft type. If in the opinion of the examiner the height loss was excessive, it is likely that the technique employed by the pilot was incorrect and the item should be repeated or failed as appropriate. If the operator adds an increment to MDAs to produce an equivalent DA then the height loss during a GA should not exceed this increment.

- a) The instrument approach shall be flown in an asymmetric configuration.
- b) The go-around shall be flown manually without autopilot or auto throttle / auto thrust.
- c) Examiners shall ensure that go-arounds are varied. It is preferable to use a published missed approach or as modified by ATC. Avoid continuous use of “straight ahead”.
- d) Completion of the go-around procedure would normally be regarded as after acceleration and with the after take-off or go-around checklist completed. However, completion of this item may be at any point above 1500’AAL and once the examiner is satisfied that competence in handling the maneuver manually is not in doubt. This may be especially helpful for operators whose SOP is to continue to the first platform altitude.

A2.19 Item 5.5 - Landing with One Engine Inoperative

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

A2.20 Item 5.6 - Landing with Two Engines Simulated Inoperative (Not Applicable)

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

A2.21 Item 6 – LVO:

It is an operator’s responsibility to ensure that initial training and testing requirements and that recurrent testing requirements to conduct LV operations are completed in accordance

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with their LV approval. The examiner is not required to endorse the license with LV in any case.

For an LST, the testing requirements of Appendix 9 of TM/CAD/0161 shall be completed if the applicant is required to conduct LV operations

For an LPC, if the applicant is required to operate LV operations, provided the initial LV training and testing requirements have been completed, the applicant shall, as a minimum, complete the mandatory requirements of Appendix 9 of TM/CAD/0161.

If the applicant is not required to conduct LV operations, then the LV requirements of Appendix 9 of TM/CAD/0161 need not be completed.

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

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

A2.22 Engine-Out Exercises (Not Applicable)**A2.23 Pilot Incapacitation**

- a) This should be taken to its full conclusion, e.g. would a co-pilot without nose wheel steering taxi and how far?
- b) If he has asked the ambulance to meet the aircraft how does he/she handle this?
- c) Does he/she make use of automation?
- d) The examiner should give some thought as to how to instigate the incapacitation, and when and how the incapacitation is to occur. A subtle incapacitation is the hardest to recognise and checks that company Standard Operating Procedures (SOPs) are satisfactory.

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

A2.24 Smoke:

- a) The use of the oxygen mask is an essential part of contaminated cockpit drills. The crew's ability to establish communication with each other, ATC, cabin crew etc. can only be assessed if masks are used.
- b) In a smoke scenario in an FFS, the use of any simulated smoke options in the device is not essential. However, it should be noted that this introduces a very real dimension, pressure, visual difficulties and impediment to crew communications. Examiners and operator should consider periodic use of this tool if available.

A2.25 Automation:

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

A2.26 Radiotelephony:

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

A2.27 Altimetry:

- a) CFIT risks as a result of altimeter setting, temperature or procedural errors are a significant concern; poor crew-co-ordination, knowledge and situational awareness and subsequent setting errors add to this risk. Candidates must demonstrate robust discipline with altimeter setting procedures and demonstrate robust situational awareness, communication, workload management and crew co-ordination.
- b) Examiners should ensure that scenarios are arranged to adequately observe altimeter setting procedures and observe that these are safely completed. For example, during a departure ensure a transition altitude is passed or complete a transition into a high threat and busy ATC environment.
- c) Winter operations can generate significant low temperature error issues that may require altimeter correction. It is strongly recommended that crews are periodically assessed and presented with scenarios requiring awareness and temperature errors potentially requiring correction.
- d) If crews operate into metric airspace, it is strongly recommended that crews are periodically assessed and presented with scenarios requiring the demonstration of metric altimeter setting procedures.

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Note: Approaches utilising FMC calculated descent paths (e.g. VNAV, IAN etc.), there is a risk of CFIT with incorrect altimeter settings, poor crew co-ordination and situational awareness of the correct vertical path. On board aircraft systems, such as GPWS and EGPWS may rely on the altimeter subscale setting, so if this is incorrect, there is a possibility that warnings are not generated. It is therefore crucial that crews demonstrate robust procedures, techniques and knowledge to mitigate these threats. For example, temperature error awareness, altimeter setting, distance to height from the threshold and crew co-ordination flying the approach.

A.2.28 CFIT risks and terrain awareness:

There have been several Controlled Flight Into Terrain (CFIT) related events while aircraft are being radar-vectorred by Air Traffic Control (ATC) in the vicinity of significant terrain, particularly during the approach phase. It appears that crews may be unaware of the Minimum Radar Vectoring Altitude or the Minimum Safe Altitude (MSA) in the area in which they are being vectored, as in some of the events the crew were not utilising all the available sources of terrain data.

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

A2.29 PBN:

Appendix 9 states: To establish or maintain PBN privileges, **one approach** shall be an RNP APCH. Where an RNP APCH is not practicable, it shall be performed in an appropriately equipped FSTD.

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Completion of at least one RNP approach during a test for each pilot under test will satisfy PBN testing requirements. This item may be built into a scenario-based exercise or conducted as a stand-alone test item.

A2.30 UPRT

- a) N/A.

2.30.1 Appendix 9, 3.7

- a) N/A.

A2.31 Jeopardy:

- a) The question often arises about what to do should a “stand in” pilot produce an unacceptable performance. The answer is that there is no such thing as “no jeopardy”. It may not be appropriate to take away the “stand in” pilot’s rating as he is not on test and has not been briefed as such. However, it would also be incorrect to release a pilot to line operations if he has just demonstrated a lack of ability in a particular area. It is recommended that, following a below standard performance, the “stand in” pilot is trained to proficiency prior to being released to line. Companies are advised to formalise this process and include it in the company’s OM.

A2.32 Situational Awareness:

- a) Examiners are strongly encouraged to conduct test/checks in such a way that, as ATC, they maximise the need for crews to exercise Situational Awareness (SA) throughout. SA is so often a contributory or causal factor in incidents and accidents, so every opportunity shall be taken to assess and develop it during checks. For example, a crew who request ATC vectors as delaying action whilst dealing with an abnormal or emergency should instead be given a procedural clearance to a holding facility. Whereas in reality radar might be expected to be more helpful, the suggested course of action is not unrealistic and will reveal more about the crew’s skills, both technical and non-technical: chart interpretation, terrain/Minimum Safe Altitude (MSA) awareness, hold programming in the Flight Management Computer (FMC), time management etc.
- b) In general, examiners should be reactive rather than proactive in the role of ATC, to encourage crews to think for themselves. ATC should not offer a simplified missed approach procedure in the event of a go-around from an engine-out approach unless it is in response to a request from the pilot. Also, following an engine failure on take-off, should the crew continue to fly straight ahead with no thought to the Sector Safe Altitude (SSA) or have a “plan of action”, the examiner should not vector/reduce speed etc. to keep them safe.

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A2.33 Detailed testing standard and guidance summary and combined testing.

- a) If a test is conducted without a fully constituted crew, each crew member is expected to demonstrate competency in their normal operating seat. Exceptions to this may be acceptable, for example: two training captains, a captain not normally acting as PF when operating in the RHS. Two first officers shall complete all handling exercises and scenario-based assessments in their normal operating seat. Exception can be made for scenario-based assessments, but as there are only limited scenarios where two first officers could find themselves operating together, this should not be routinely scheduled.
- b) Where PF is referred to, Pilot monitoring from PM in MPA is a crucial function of safe operations and shall be continually assessed.
- c) Examiners must address HF and overall competency on the LST/LPC.
- d) Where non-Mandatory (M) items included within Part FCL Appendix 9/TM/CAD/0161 are included in a scenario or recurrent programme, competency in these items must always be observed to an acceptable standard. For example, if the applicant elects to take up a hold or that is part of an arrival or general scenario, then that item becomes an assessable part of the LPC that shall be passed to an acceptable standard.
- e) All exercises shall be conducted and flown in accordance with SOP or as required by the manoeuvre and normal or abnormal procedure.
- f) Whilst SOP shall be respected for normal and abnormal operations. Competent manual flying skills in all phases of flight or during any abnormal situation shall never be in doubt.
- g) Operators whose SOPs limit manual flying in normal operations, may wish to periodically introduce additional exercises into their FFS training to develop and retain manual flying skills.

The notes in the following table should be followed, in all other cases the detailed testing standard relating to these items shall be adhered to. This table may be used to augment form TM/CAD/0161:

Each event during an LST, or LPC, e.g. an engine failure, should be recorded as a single item (e.g. on form TM/CAD/0161). Therefore, an engine failure on take-off should be recorded only as item 2.5. However, when one failure leads to consequent failures or system malfunctions then each element can be recorded separately. Similarly, a hydraulic system failure may result in a landing gear malfunction, and then 3.4.5 and 3.4.12 can be recorded. However, this should not be used as a means of signing off the required 3.4 item to expedite a test; three 3.4 and three 3.6 items require comprehensive assessment.

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

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However, if there are any situations in which relight attempts are permitted, e.g. following flameout in descent at low power, then relight procedures should be included at some point in a three-year recurrent cycle.

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

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

			TYPE-RATING SKILL TEST/PROF CHECK		
Maneuvers/Procedures Note: Shall include MCC, HF and overall competency for each item	PF	Crew (Or PM)	M FFS or A/C	Automation	Notes
SECTION 1	Shall be PF if SPH.				
1 Flight Preparation					
1.1 Performance calculation	✓ (As per SOP)	✓ (As per SOP)			Shall always be covered if testing in an aircraft In an FFS, may be covered in the briefing room using Other Training Devices or training material and the TRE may ascertain adequate knowledge by questioning In an FFS, an examiner should consider periodic reviews within a scenario, for example: an unexpected runway change.
1.2 Helicopter ext. visual inspection; location of each item and purpose of inspection	Each pilot must complete			N/A	A rating issue may be completed prior to this item being completed. This may be completed on the first LIFUS sector on a ZFT course or during a base training detail. It is recommended that operators provide training for this

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				during ground technical training, for example via video or CBT.
1.3 Cockpit inspection	✓ (As per SOP)	✓ (As per SOP)		N/A Shall always be covered if aircraft testing In an FFS, may be covered in the briefing room using Other Training Devices or training material and the TRE may ascertain adequate knowledge by questioning
1.4 Use of checklist prior to starting engines starting procedures, radio and navigation equipment check, selection and setting of navigation and communication frequencies	✓ (As per SOP)	✓ (As per SOP)	M	N/A Shall always be covered if aircraft testing. Abnormal operations shall always be tested in the FFS. Full shut down checks should be assessed on an LST, but only periodically tested for a recurrent proficiency check.
1.5 Taxiing in compliance with air traffic control or instructions of instructor	✓ (As per SOP)	✓ (As per SOP)		N/A A reasonable sample of competence taxiing should be periodically reviewed and never in doubt. Use of stop bars and techniques to avoid runway incursion should be routinely tested. If the first officer is unable to taxi, for example due to not having a tiller, then this is not required for an FO in the PF role. However, procedures for a captain incapacitation should be considered and periodically tested.
1.6 Pre-flight checks			M	N/A Shall always be conducted if testing in an aircraft. Shall always be conducted in an FFS, however with the agreement of the crew under test and if clearly practical to do so, this item may be abbreviated after the first departure and outside of full scenarios.

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SECTION 2					
2 Take-offs					
2.5-2.5.3 Take-offs with simulated engine failure	✓		M	AP may be engaged when safely established in the climb and in accordance with SOP. However, ability to manually control the aircraft and trim appropriately shall never be in doubt.	Whilst several failure options may be considered, examiners must consider periodically varying the level of challenge. For example: - Engine failures with an emergency turn procedure - MAUW - A large V(TOSS)/VR split is acceptable, however, an examiner should also consider more challenging failures around VR.
2.6 Rejected take-off at a reasonable speed before reaching V(TOSS). (Not to be conducted in aircraft other than as a static touch drill procedure.)	✓ (As per SOP)	✓ (As per SOP)	M	As per SOP	Conducted from the pilots normal operating seat in accordance with SOP. If a pilot may operate in either seat, or if SOPs require the right seat pilot to be PM, then completion of this item as PF in the right seat should be included in the three-year cycle. Whilst it is usually desirable to test this item at high speed, low speed severe engine malfunctions below VMCG are also useful to periodically test.
SECTION 3					
3.4 Normal and abnormal operations of following systems			M		A minimum of 3 abnormal items shall be selected from 3.4.0 to 3.4.14 inc.
3.4.0 Engine		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF This item will not normally be combined with item 2.5 or 3.6.1

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3.4.1 N/A		✓		As per SOP	N/A
3.4.2 Pitot/static system		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF
3.4.3 Fuel System		✓		As per SOP	May be combined with 3.6.4 - If the aircraft is capable of fuel jettison, this should be periodically reviewed. However, the entire time taken to jettison fuel may not be required and an examiner may reset fuel quantity after a crew has demonstrated sufficient competence managing the procedure.
3.4.4 Electrical system		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF
3.4.5 Hydraulic system		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF, for example dual hydraulics failures resulting in configuration issues or direct law on FBW types, manual reversion etc. May be combined with associated systems in 3.4 below
3.4.6 Flight control and Trim-System		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF
3.4.7 Anti and de-icing system, Glare shield heating		✓		As per SOP	
3.4.8 Autopilot/Flight director	✓	✓	M (SPH PCA)	As per SOP	Any manoeuvres associated with a flying technique shall be evaluated as PF. Auto thrust or auto-throttle shall be periodically included within this

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					category and each pilot will act as PF when dealing with failures.
3.4.9 Stability augmentation devices		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF
3.4.10 Ground proximity warning system, weather radar, radio altimeter, transponder	✓	✓		As per SOP	Escape manoeuvres after an activation of a GPWS or EGPWS warning shall be conducted as PF. Systems reviews may be conducted as a crew. Where any manoeuvre involves a flying or handling technique, e.g. direct law approach due to an RA fault, a pilot should be tested periodically as PF
3.4.11 Radios, navigation equipment, instruments, flight management system		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF
3.4.12 Landing gear and brake system		✓		As per SOP	Where any manoeuvre involves a flying or handling technique, a pilot should be tested periodically as PF
3.4.13 N/A		✓		As per SOP	N/A
3.4.14 Auxiliary power unit		✓		As per SOP	
3.6 Abnormal and emergency procedures			M		A minimum of 3 items shall be selected from 3.6.1 to 3.6.9 inclusive
3.6.1 Fire drills e.g. Engine, APU, cabin, cargo compartment, flight deck and electrical fires including evacuation		✓		As per SOP	An evacuation is not always required to complete this item, however a scenario resulting in this should be periodically tested. An evacuation scenario may be combined with a rejected take-off, landing or taxiing event.
3.6.2 Smoke control and removal	✓ (As per SOP)	✓ (As per SOP)		As per SOP	Additional elements, such as electrical malfunctions.

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3.6.3 Engine failures, shutdown and restart at a safe height		✓		As per SOP	<p>If not one of the 3 required mandatory items, then this may be combined with other engine malfunction scenarios.</p> <p>There is benefit periodically testing engine malfunctions that may not result in a full engine shut down, this item may be used for that aspect.</p> <p>A relight is not always required for this item. It is acknowledged that a relight may often not be advisable, however, a relight should be periodically reviewed either as a stand-alone test item or a scenario-based event.</p>
3.6.4 N/A					N/A
3.6.5 Windshear at take-off/landing	✓		FFS only	As per SOP	Pilot monitoring from PM is an assessable competence
3.6.6 N/A					N/A
3.6.7 Incapacitation of flight crew member (Multi-pilot operations only)	✓			As per SOP	May be combined with any other exercise and periodically reviewed for all flight crew in MPA aircraft.
3.6.8 Other emergency procedures as outlined in the appropriate flight manual	✓ (As per SOP)	✓ (As per SOP)		As per SOP	Should be defined and specific emergency procedures as defined in at AFM.
3.6.9 TCAS event	✓		FFS only	As per SOP	<p>A TCAS scenario should be taken to conclusion. For example, after the manoeuvre has been completed, the crew should recover their flight path and clearance, rebuilding automation satisfactorily.</p> <p>Whilst limitations within many FSTDs, Examiner should strive to create the most realistic scenario possible.</p>
3.7 UPRT					
3.7.N/A					N/A

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3.7.2 N/A					N/A
3.8 N/A					N/A
3.8.1 N/A					N/A
3.9 Instrument flight procedures					
3.9.1 Adherence to departure and arrival routes and ATC instructions	✓*		M	As per SOP	See detailed testing standard. A reasonable sample of each is required to be completed by each pilot under test.
3.9.2 Holding procedures		✓		As per SOP	If a pilot elects to take up a hold or one is required in any given scenario, then this item shall become assessable. Holding procedures should be periodically tested. Correct holding procedures must be followed. Examiners may also wish to test non-standard holding procedures, for example Present Position
3.9.3 3D operations to DH/A of 200 feet (60m) or to a higher minima, if required, by the procedure but not above 450'AAL	✓			As per SOP	See detailed testing standard.
3.9.3.1 Manually, without flight director	✓		M (Skills test only)	Manually means without Flight director, autopilot and auto-thrust	Raw data nav aids must be displayed and monitored, however the use of vertical and Lateral Navigation displays may be optimised to promote best practice to support Situational Awareness. However, this must not be relied upon and not used as a prime source of data by the crew.

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3.9.3.2 Manually, with flight director	✓			Manually means with Flight director, but without autopilot and auto-thrust.	If the approach requires them, raw data nav aids must be displayed and monitored, however the use of vertical and Lateral Navigation displays may be optimised to promote best practice to support Situational Awareness. However, this must not be relied upon and not used as a prime source of data by the crew.
3.9.3.3 With autopilot	✓			As per SOP	This may be combined with section 6
3.9.3.4 N/A					N/A
3.9.4 2D operation down to MDH/A	✓		M	As per SOP	
3.9.5 Circling approach under the following conditions (a) approach to specified minimum circling altitude/height in simulated IMC. Followed by: (b) circling approach to another runway at least 90° off centerline from final approach used in item (a) Remark: If (a) and (b) are not possible due ATC, simulated low visibility pattern may be performed.	✓			As per SOP	
SECTION 4					
4 Missed Approach Procedures					
4.1 Go-around with all engines operating during a 3D operation on reaching decision height	✓			As per SOP	Examiners should periodically assess the ability to manage high performance aircraft go-arounds with all engines operating. A useful challenge would be a lower platform or acceleration altitude or complex procedure.

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4.2 Other missed approach	✓			As per SOP	Examiners should periodically assess the ability to manage high performance aircraft go-arounds with all engines operating. A useful challenge would be a lower platform or acceleration altitude or complex procedure. In this category, alternative go-arounds should be considered, for example, intermediate/high altitude above or just below acceleration altitude or above missed approach altitudes as depicted on approach plates.
4.3 Manually go-around with critical engine simulated inoperative after an instrument approach on reaching DH/ MDH/A or MAP	✓		M	If able to be disconnected, shall remain disengaged until completion of the go-around procedure	Completion of the go-around procedure would normally be regarded as after acceleration and with the after take-off or go-around checklist completed. However, completion of this item may be at any point above 1500'AAL and once the examiner is satisfied that competence in handling the maneuver manually is not in doubt. This may be especially helpful for operators whose SOP is to continue to the first platform altitude.
4.4 Rejected landing at 15m (50 ft) above runway threshold and go-around	✓			As per SOP	Examiners should periodically assess capability for pilots to manage rejected landings.
SECTION 5					
5 Landings					
5.1 Normal landing with visual reference established when reaching DA/H following an instrument approach	✓			As per SOP	
5.2 N/A					N/A
5.5 N/A					N/A

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5.6 N/A					N/A
SECTION 6 (If required – LVO training and testing requirements to be completed in accordance with an Operator's approval)					
6 Type rating for instrument approaches down to a decision height of less than 60 m (200 ft) (CAT II/III)	Note 1 For instrumental approaches down to a DH of less than 60 m (200 ft) Note 2 During the following instrument approaches and missed approach procedures all helicopter equipment required for type certification of instrument approaches down to a DH of less than 60 m (200 ft) shall be used.				
6.1 Rejected take-off at minimum authorised RVR	✓ (As per SOP)	✓ (As per SOP)	M FFS only	As per SOP	May be combined with any other scenario or element
6.2 CAT II/III approaches. In simulated IMC down to DH, using flight guidance system. Standard procedures of crew coordination (task sharing, call out procedures, mutual surveillance, information exchange and support) shall be observed.	✓ (As per SOP)	✓ (As per SOP)	M	As per SOP	May be combined with any other scenario or element
6.3 Go-around from DH	✓ (As per SOP)	✓ (As per SOP)	M	As per SOP	May be combined with any other scenario or element
Note 1: The training also shall include a go-around due to (simulated) insufficient RVR, wind shear, helicopter deviation in excess of approach limits for a successful approach, and ground/airborne equipment failure prior to reaching DH and, go-around with simulated airborne equipment failure. Note 2: Special attention shall be given to go-around procedures with pre-calculated manual or automatic go-around attitude guidance.					
6.4 Landing(s) with visual reference established at DH. (Auto-land if fitted.)	✓ (As per SOP)	✓ (As per SOP)	M	As per SOP	May be combined with any other scenario or element

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PBN					
To establish or maintain PBN privileges, one approach shall be an RNP APCH.	✓		M (if PBN required)	As per SOP	May be combined with a 3D approach or as a stand-alone test item.

A2.34 Overall Competency:

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

EASA Appendix 9 extracts:

EASA Appendix 9 – Section 15:

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

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

EASA Appendix 9 – Section 3: Flight test tolerance

The applicant shall demonstrate the ability to:

- operate the helicopter within its limitations;
- complete all maneuvers with smoothness and accuracy;
- exercise good judgement and airmanship;
- apply aeronautical knowledge;
- Always maintain control of the helicopter in such a manner that the successful outcome of a procedure or maneuver is always assured;
- understand and apply crew coordination and incapacitation procedures, if applicable; and
- communicate effectively with the other crew members, if applicable.

ICAO Doc 9995 (EBT) provides a useful matrix for competency-based assessments, this is provided below for guidance. Many operators and ATOs create their own technical and non-technical competency matrix and this may be used to grade pilots for overall competency, indeed operators and ATO's are encouraged to develop their own

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 110 of 163
--	---------------------------	--------------------

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methodologies. However, whilst the table below may provide guidance, it is aligned with competency requirements in Appendix 9, a pilot therefore may be failed for an unacceptable reduction in safety margin or performance indicated by an inability to demonstrate safe competence in any of these items below. Any operator or ATO creating their own matrix should ensure it at least covers these aspects of competency.

Training scenarios should additionally consider startle effect, resilience development and Threat and Error management.

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ICAO Doc 9995 (EBT) – Competency Based Assessment

Competency	Competency Description	Behavioral Indicator
Application of Procedures (APK)	Identifies and applies procedures in accordance with published operating instructions and applicable regulations, using the appropriate knowledge.	<ul style="list-style-type: none"> - Identifies the source of operating instructions - Follows SOPs unless a higher degree of safety dictates an appropriate deviation - Identifies and follows all operating instructions in a timely manner - Correctly operates aircraft systems and associated equipment - Complies with applicable regulations. - Applies relevant procedural knowledge
Communication (COM)	Demonstrates effective oral, non-verbal and written communications, in normal and non-normal situations.	<ul style="list-style-type: none"> - Ensures the recipient is ready and able to receive the information - Selects appropriately what, when, how and with whom to communicate - Conveys messages clearly, accurately and concisely - Confirms that the recipient correctly understands important information - Listens actively and demonstrates understanding when receiving information - Asks relevant and effective questions - Adheres to standard radiotelephone phraseology and procedures - Accurately reads and interprets required company and flight documentation - Accurately reads, interprets, constructs and responds to datalink message in English - Completes accurate reports as required by operating procedures - Correctly interprets non-verbal communication
<ul style="list-style-type: none"> - Uses eye contact, body movement and gestures that are consistent with and support verbal messages 		

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Aircraft Flight Path Management, Automation (FPA)	Controls the aircraft flight path through automation, including appropriate use of flight management system(s) and guidance.	<ul style="list-style-type: none"> - Controls the aircraft using automation with accuracy and smoothness as appropriate to the situation - Detects deviations from the desired aircraft trajectory and takes appropriate action - Contains the aircraft within the normal flight envelope - Manages the flight path to achieve optimum operational performance - Maintains the desired flight path during flight using automation whilst managing other tasks and distractions - Selects appropriate level and mode of automation in a timely manner considering phase of flight and workload - Effectively monitors automation, including engagement and automatic mode transitions
Aircraft Flight Path Management, Manual Control (FPM)	Controls the aircraft flight path through manual flight, including appropriate use of flight management system(s) and flight guidance systems.	<ul style="list-style-type: none"> - Controls the aircraft manually with accuracy and smoothness as appropriate to the situation - Detects deviations from the desired aircraft trajectory and takes appropriate action - Contains the aircraft within the normal flight envelope - Controls the aircraft safely using only the relationship between aircraft attitude, speed and thrust - Manages the flight path to achieve optimum operational performance - Maintains the desired flight path during manual flight whilst managing other tasks and distractions - Selects appropriate level and mode of flight guidance systems in a timely manner considering phase of flight and workload - Effectively monitors flight guidance systems including engagement and automatic mode transitions

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Leadership and Teamwork (LTW)	Demonstrates effective leadership and team working.	<ul style="list-style-type: none"> - Understands and agrees with the crew's roles and objectives. - Creates an atmosphere of open communication and encourages team participation - Uses initiative and gives directions when required - Admits mistakes and takes responsibility - Anticipates and responds appropriately to other crew members' needs - Carries out instructions when directed - Communicates relevant concerns and intentions - Gives and receives feedback constructively - Confidently intervenes when important for safety - Demonstrates empathy and shows respect and tolerance for other people - Engages others in planning and allocates activities fairly and appropriately according to abilities - Addresses and resolves conflicts and disagreements in a constructive manner - Projects self-control in all situations
Problem Solving and Decision Making (PSD)	Accurately identifies risks and resolves problems. Uses the appropriate decision-making processes.	<ul style="list-style-type: none"> - Seeks accurate and adequate information from appropriate sources - Identifies and verifies what and why things have gone wrong - Employ(s) proper problem-solving strategies - Perseveres in working through problems without reducing safety - Uses appropriate and timely decision-making processes - Sets priorities appropriately - Identifies and considers options effectively. - Monitors, reviews, and adapts decisions as required - Identifies and manages risks effectively
- Improvises when faced with unforeseeable circumstances to achieve the safest outcome		

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<p>Situation Awareness (SAW)</p>	<p>Perceives and comprehends all the relevant information available and anticipates what could happen that may affect the operation.</p>	<ul style="list-style-type: none"> - Identifies and assesses accurately the state of the aircraft and its systems - Identifies and assesses accurately the aircraft's vertical and lateral position, and its anticipated flight path. - Identifies and assesses accurately the general environment as it may affect the operation - Keeps track of time and fuel - Maintains awareness of the people involved in or affected by the operation and their capacity to perform as expected - Anticipates accurately what could happen, plans and stays ahead of the situation - Develops effective contingency plans based upon potential threats - Identifies and manages threats to the safety of the aircraft and people. - Recognizes and effectively responds to indications of reduced situation awareness.
<p>Workload Management (WLM)</p>	<p>Manages available resources efficiently to prioritize and perform tasks in a timely manner under all circumstances.</p>	<ul style="list-style-type: none"> - Maintains self-control in all situations - Plans, prioritizes and schedules tasks effectively - Manages time efficiently when carrying out tasks - Offers and accepts assistance, delegates when necessary and asks for help early - Reviews, monitors and cross-checks actions conscientiously - Verifies that tasks are completed to the expected outcome - Manages and recovers from interruptions, distractions, variations and failures effectively
<p>Knowledge (KNO)</p>	<p>Demonstrates knowledge and understanding of relevant information, operating instructions, aircraft systems and the operating environment</p>	<ul style="list-style-type: none"> - Demonstrates practical and applicable knowledge of limitations and systems and their interaction - Demonstrates required knowledge of published operating instructions - Demonstrates knowledge of the physical environment, the air traffic environment including routings, weather, airports and the operational infrastructure - Demonstrates appropriate knowledge of applicable legislation

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		<ul style="list-style-type: none">- Knows where to source required information- Demonstrates a positive interest in acquiring knowledge- Can apply knowledge effectively
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APPENDIX 3 – PERFORMANCE CRITERIA

A3.1 An applicant for a test shall demonstrate ability to:

- a) Operate the helicopter within its limitations.
- b) Complete all maneuvers with smoothness and accuracy.
- c) Exercise good judgement and airmanship.
- d) Apply aeronautical knowledge of procedures and regulations as currently applicable.
- e) Maintain control of the helicopter at all times in a manner such that the successful outcome of a procedure or maneuver is never seriously in doubt. The applicant's airmanship shall be assessed with each exercise and this shall include lookout, checks and drills, cockpit management, RTF and ATC liaison, fuel management, icing precautions, planning and use of airspace.
- f) Manage the crew.
- g) Maintain a general survey of the operation by appropriate supervision.
- h) Set priorities and make decisions in accordance with safety aspects and relevant rules and regulations appropriate to the operational situation, including emergencies.
- i) Understand and apply crew co-ordination and incapacitation procedures.
- j) Communicate effectively with other crewmembers.
- k) The applicant shall demonstrate knowledge of the emergency equipment and procedures sufficient to ensure the safety of passengers.

ICAO Doc 9995 (EBT) provides a useful matrix for competency-based assessments. Whilst these are provided at Appendix 2 for guidance, the principles around safe competence is clearly aligned with the performance criteria requirements above and may be used to indicate performance. A fail may be awarded for any unacceptable reduction in safety margin as indicated by these competencies.

Operator's and ATO's may define their own assessment matrix or methodology of grading. This is encouraged; however, they must ensure all these requirements are covered when assessing competence.

A3.2 Tolerance

A3.2.1 Altitude or Height

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

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A3.2.2 Tracking

Radio Aids based approach	+/- 5 Degrees
3D Operation (LPV, ILS, MLS, GLS)	Half scale azimuth deflection
3D and 2D Operation – Linear Deviations	Cross track error/deviation shall be limited to +/- ½ the RNP value associated with the procedure. Brief deviations from this standard up to a maximum of 1x the RNP value are allowable.
RNP approaches – FMS tolerance	Maximum acceptable difference in track between an FMS database and that published shall be the lesser of that required by regulation, a manufacturer limitation or that defined as part of an operators' approval.
<p>Note: For a 3D operation, flight crew should use a vertical deviation indicator and, where required by AFM limitations, a flight director or autopilot in vertical navigation mode. Deviations below the vertical path should not exceed 75 feet, or half-scale deflection where angular deviation is indicated. The flight crew should execute a missed approach if the vertical deviation exceeds this criterion, unless the flight crew has in sight the visual references required to continue the approach.</p>	

A3.2.3 Heading

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

A3.2.4 Speed

All engines	± 5kt
Asymmetric	+10/- 5kt

Note: When making an assessment, handling qualities and aircraft performance should be considered.

A3.3 Further Guidance

A3.3.1 Height Accuracy

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

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

A3.3.2 Approach minima

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 118 of 163
--	---------------------------	--------------------

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Fhal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

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

A3.3.3 Tracking Accuracy

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

A3.3.4 Speed accuracy

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

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APPENDIX 4 – TESTING IN SIMULATORS

- A4.1 Persons authorised to conduct tests in the simulator shall themselves have had practical training in its operation, especially regarding the functionality of the Instructor Operating Station or Console.
- A4.2 Prior to any test the examiner shall ensure that the simulator is EASA qualified and has a valid Simulator Qualification Certificate and the ATO (and operator for OPC) is approved for the type of check planned and it is properly defined in the respective training manuals, technical log shall be checked for defects and a visual inspection made of the area in the vicinity of the simulator.
- A4.3 All applicants shall be given a briefing on the fire alarm system, safety equipment and use of escape ropes, differences between the company aircraft and the simulator shall be briefed and pointed out to the crew prior to the test/check.
- A4.4 All persons should be in full harness before the selection of motion.
- A4.5 Some thought should be given to the value of continuing a simulated smoke emergency to the landing, to see how the crew cope with the limited visibility. If smoke is not available, some form of etched goggles or other method should be used.
- A4.6 Following the test, examiners shall ensure any defects, unserviceability's and lost time are recorded in the operator's technical log system. Simulator operators have a requirement to monitor defects as part of their management system and reliability forms an essential part of the qualification and approval process. Therefore, should a simulator engineer rectify a defect during the detail it is still important that the fault be recorded in the technical log. Where these have caused significant disruption, or persisted for more than one check, the examiner should inform the Head FSTD Standards at the Civil Aviation Authority at the earliest opportunity.
- A4.7 Questions have been raised regarding what level of turbulence should be selected in the simulator when conducting a test or check. Specifying a level of turbulence that should be 'routinely applied' would detract from permitting the examiner applying his own judgement. The level of turbulence should reflect the weather conditions considered normal for the area of operation and the specific weather briefing being provided to the candidates. In the event that benign weather conditions were provided in the simulator scenario, to simulate a high-pressure influence for example, then a minimum level of turbulence might be appropriate. If the specific weather briefing reflected turbulence, then such turbulence should be reflected in the simulator. If the exercise is to cover high wind scenarios whether for crosswind handling or windshear etc. then an appropriate level of turbulence should be reflected. The selection of zero turbulence during a test/check would not be considered acceptable. If the examiner is conducting a training exercise which requires precise flying limits to be demonstrated during a particular event, e.g. LVO training, where the applicant is being shown the visual references that are present at 200ft, 100ft and 50ft respectively, the examiner may wish to have no external influences that may alter the aircraft's position

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in respect of the runway (i.e. no wind and no turbulence). In this case it would be quite acceptable not to have any turbulence selected.

A4.8 Upset Prevention and Recovery Training (UPRT) on FSTD's

a) N/A

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APPENDIX 5 – TRAINING AND TESTING IN AIRCRAFT

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 121 of 163
--	---------------------------	--------------------

CIVIL AVIATION DIRECTORATE

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

A5.1.1 The following policy is applicable to holders of Malta-issued EASA licenses only. Holders of licences issued by other Member States should seek advice from their own National Aviation Authority regarding its policy on this issue. All non-Malta EASA Member State examiners wishing to conduct tests/checks on the holders of Malta issued licenses must do so in accordance with FCL.1015 and the EASA **Examiners Differences Document**.

A5.1.2 Whilst a test may satisfy a basic requirement in an aircraft, the quality and scope of the check will always be very limited compared to what can be achieved in an FSTD. which is why the regulation has been written as requiring an FSTD to be used when available and why TM-CAD are defining a policy to control this matter more carefully without impeding NCC operations and AOC operators unreasonably.

A5.2 Appendix 9 states:

"CONDUCT OF THE TEST/CHECK"

"Full flight simulators and other training devices, when available, shall be used, as established in this Part".

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

A5.2.2 Part-FCL specifies the following tests/checks:

MPL	Initial issue
ATPL(H)	Initial Issue
Low Vis Operations Section 6	Initial qualification, revalidation and renewal
IR (H)	Revalidation and renewal
Class and Type Rating (H)	Initial issue, revalidation and renewal
FI	FI course pre-entry proficiency check
STI	Revalidation and renewal

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

- it has a valid qualification certificate in accordance with Annex VII of Regulation (EU) No. 1178/2011 as amended;
- it is serviceable;
- it is representative of the applicant's/operator's aircraft class or type and configuration.
- it is accessible:
 - to instructors and examiners acceptable to the applicant/operator/ATO, who are

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- appropriately trained and authorised to conduct the training and testing required by the license-holder;
- (ii) within the scale and scope of the applicant's/operator's /ATO's training and checking program;
 - (iii) within reasonable operations' programming constraints and without undue disruption to crew roster and operational scheduling. Cost of FFS, travel, poor forward planning and other economic factors are not acceptable factors in the consideration of refusal of an available FFS.
 - (iv) If there is an EASA approved device at a location that is located reasonably near to a well-served international airport (western world, easily served by large international airlines, e.g. USA), then that must be used. However, if the device is in a hard to reach country, politically unstable, potentially hazardous or is in an arduous location, then that may be sufficient reason to accept that the FFS is unavailable.

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

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

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

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

TM-CAD may require additional information.

Note 1: Malta AOC holders and ATO's must, prior to conducting a test in an aircraft, advise their assigned Flight Operations Inspector and PEL Unit of their intent to use an aircraft rather than a simulator which they consider not to be "available" for training, testing or checking. They shall be expected to prove to their FOI and PEL Unit that the FFS is not available in the same context as these instructions in accordance with the interpretation above. An operator's SMS would play a key role on determining the use of an aircraft is assessed.

Note 2: As part of the case assessments required in Notes 1, TM-CAD may require that an application of exemption from Appendix 9 requirements be submitted.

Note 3: Exceptions may be granted for conducting training or testing for the purpose of conducting TRI AoC's for adding aircraft restricted "excluding emergency/abnormal procedures" or unrestricted aircraft extension of privileges

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 123 of 163
--	---------------------------	--------------------

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Flal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

to a TRI rating. However, the process of safety management shall always be demonstrated.

A5.5 Testing in aircraft general

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

A5.5.2 Flight testing/checking has potentially more hazards than routine flight schedules that can be exacerbated by the determination of the applicant to produce the result and by the examiner giving the applicant too much latitude in this endeavor. All the situations cannot be predicted, as the scope of items in the LST/LPC Normal and Abnormal Operations and Abnormal and Emergency Procedures sections is too large to cover in detail. Some general guidance is listed below:

- a) It is strongly recommended that the briefing to the applicant is very clear as to the order of events.
- b) Aircraft systems shall not be used outside of limitations and the AFM shall always be respected.
- c) Early recognition of the failure of the compass and attitude indicators shall not be carried out in a helicopter; only in an FSTD.
- d) Early recognition of the failure of the localizer and glideslope indications shall not be carried out in a helicopter.
- e) Simulated engine failure after take-off in a helicopter shall be carried out at a safe height.
 - (i) In helicopters fitted with standby attitude/compass reference systems they should be used. Where the aircraft is fitted with Radio Magnetic Indicators (RMIs) these should be simulated failed.
 - (ii) The Flight Manual limits for 'g' loads and V_A should be observed.
 - (iii) It is the correct recovery technique that is being assessed so extreme maneuvers are not necessary.
 - (iv) The examiner shall intervene early if the recovery technique is wrong or the recovery is slow.
 - (v) Exercise will be conducted in Visual Meteorological Conditions (VMC) throughout.
- f) Engine shutdowns should be carried out at a safe height above the ground. See Aeronautical Information Circulars (AICs) for general guidance on these matters.
- g) The test/check report shall exactly reflect the debriefing.

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APPENDIX 6 – EXAMINER STANDARDISATION & COMPETENCIES**A6.1 Examiner prerequisites FCL.1010**

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

A6.2 Examiner standardisation FCL.1015

During examiner standardisation courses, at least 2 skill tests must be completed. The candidate must receive instruction on the relevant regulations within Part FCL. The candidate should also be familiar with the administrative procedures pertinent to the role.

A6.3 Assessment of competence FCL.1020

The assessment of competence will specifically address the following items:

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

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

This PEL Notice focuses on the competence of the examiner, however every examiner also needs to maintain instructor competencies AMC1.FCL.920 clearly requiring the assessment and teaching of threat and error management (TEM) and CRM.

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

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

A6.4 Malta Examiner Standardisation

To fulfil the EASA requirements to standardise all examiners, Part ARA.FCL.205, the TM-CAD will assess and record the observed competencies of all examiners during initial, renewal and revalidation of the examiner certificates. The resulting information will provide TM-CAD with valuable information to be used as feedback to the Senior Examiner and

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Training Inspector community. Any specific identifiable areas would be addressed during seminars for the examining community.

A6.5 Examiners Responsibilities (Human Factors)

The regulatory framework acknowledges that significant safety benefits accrue from an integrated approach to the training and testing of both technical and non-technical skills (NOTECHS). The concepts and competencies that underpin the non-technical elements of performance are defined in EASA Regulations, and while they may appear to be labelled and described differently by Part FCL and Part ORO, in reality, Part FCL and Part ORO require exactly the same competencies (knowledge, skills and behaviors) to be trained, and then tested.

MCC Concept (Part FCL)	CRM Concept (Part ORO)
<p>'Multi-crew cooperation (MCC) means the functioning of the flight crew as a team of co-operating members lead by the pilot-in-command. The objectives of MCC training are to develop the technical and non-technical components of the knowledge, skills and attitudes (competencies) required to operate a multi-crew aircraft'</p>	<p>'Crew Resource Management (CRM) is the effective utilisation of all available resources (e.g. crewmembers, helicopter systems, supporting facilities and persons) to achieve a safe and efficient operation.</p> <p>The objective of CRM is to enhance the communication, human factors and management skills of the crew member concerned. The emphasis is placed on the non-technical aspects of the crew performance'</p>
MCC Competency requirements (AMC.FCL.735)	CRM Competency requirements (AMC.ORO.115, 215)
<p>Communication Leadership and teamwork Situation awareness Workload Management Problem solving and Decision making Monitoring and crosschecking Task Sharing Briefing Flight Management</p>	<p>Communication Application of Threat and Error management and CRM principles Threat and Error Management Leadership and teamwork Situation awareness Workload Management Problem solving and decision making Use of Automation Task Sharing Stress, Stress management</p>
MCC Knowledge requirements (AMC.FCL.735)	CRM Knowledge requirements (AMC.ORO.115, 215)

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Human Factors Threat and Error management Crew Resource Management Application of Threat and Error Management and CRM principles SOP's Aircraft systems Undesired aircraft states PF and PM roles Emergency and Abnormal procedures	Error detection, error prevention Application of Threat and Error management and CRM principles Information acquisition, processing and Situation Awareness SOPs Human performance and limitations Automation Philosophy Operators Safety Culture
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A6.5.1 Training and Testing under Part FCL and Part ORO (Human Factors)

The training and testing of Non-Technical Skills (CRM, MCC, TEM) is integral to Part FCL and Part ORO. Part FCL stipulates the initial licensing and type/class rating requirements; MCC training/testing is then required if an individual wishes to extend licensing privileges into the multi-crew environment. CRM training/testing under Part-ORO applies equally to both multi-crew and single-pilot Operators.

Part FCL and Part ORO mandate CRM/MCC/TEM training and checking for Flight Crew as follows:

- Initial Training: A Flight Crew member shall not commence unsupervised Line Flying until they have completed the Operator's Initial CRM training course.
- Conversion Training and Checking: CRM/MCC/TEM training shall be integrated into all Operator's type conversion training and checking.
- Recurrent Training and Checking: Elements of CRM shall be integrated into all appropriate phases of recurrent training. Flight Crew shall undergo specific modular CRM training in all major topics of CRM training to the depth specified in AMC1 ORO.FC.115 & 215 Crew resource management (CRM) training. All topics shall be covered over a three-year period. Modular training sessions should be distributed as evenly as possible
- Command Training: An operator's Command Course shall include specific CRM Training

An Examiner will be assessed in accordance with the expectations defined above. It is imperative that Examiners understand, establish and maintain competence in both the training and assessment of technical and non-technical skills

A6.5.2 Examiner Competence (Human Factors)

The Examiner should always witness and assess CRM/MCC training during Simulator sessions,

Part FCL:

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 128 of 163
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MCC training and testing is required by Part FCL regulation for the initial issue and maintenance of validity of a type-rating. Authorised Examiners and rated Instructors (i.e. Type Rating Examiners (TREs) and Type Rating Instructors (TRIs)) must comply with the requirements of Part FCL and Part ORO and demonstrate their ability to integrate and where applicable assess, MCC/CRM and TEM.

Part ORO:

CRM training and testing is required by Part ORO regulation for both multi-crew and single-pilot Operators.

Part ARA:

Requires the Competent Authority (TM-CAD) to maintain the standards of Training and Examining in Malta. Inspectors from TM-CAD will therefore continue to monitor how technical and non-technical competence is assessed during simulator training/testing.

A6.5.3 Instructors and Examiners – Simulator (Human Factors)

Part ORO requires elements of CRM be integrated into all appropriate phases of recurrent training. Whenever it is practicable, parts of the CRM practical training should be conducted in FSTDs that reproduce a realistic operational environment and permit interaction.

Rated Instructors and Authorised Examiners (TRIs and TREs) must comply with the requirements of Part FCL Sub-Parts J, K, Part ORO, this PEL notice, and AMC1 ORO.FC.115&215 - Crew resource management (CRM) training. They must be able to train to the required depth, all the relevant CRM training topics in Table 1 – EASA Part ORO CRM Flight Crew CRM Training.

Appendix 6 of this document includes an ‘Examiner Competencies Assessment table’ which Senior Examiners and TRI Examiners may use to assess the CRM/MCC elements of Instructor/Examiner competence.

A6.5.4 Non-Technical Skills Assessment

The training and testing of Non-technical Skills is integral to Part-FCL and Part-ORO. There are five occasions during which CRM/MCC competence is specifically assessed:

- License Skill Test (LST);
- License Proficiency Check (LPC);
- Operator’s Proficiency Check (OPC);
- Line Check
- and for ATQP fleets, Line Orientated Evaluation (LOE).

The same technical and non-technical pass/fail criteria should apply to all these events. The purpose of the assessment is to provide feedback to the individual/crew and to identify

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any retraining requirements. In the past, the assessment of NTS lacked formal measurements of competence, potentially leading to a subjective and extremely variable application of standards. Research into a means of assessment has determined that acquired NTS skills are reflected in recognisable behaviors, whose characteristics are identifiable as measurable behavioral markers.

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

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

Assessment of CRM skills may:

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

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

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6.4.1 Examiner Competence Framework

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

Competence	1 - Requiring Improvement	2 - Basic Standard	3 - Good	4 - Very Good
Briefing	<ul style="list-style-type: none"> • Lack of preparation • Starts briefing without introduction • Lack of engagement with the crew • Little or no interaction with crew • Little or no use of board or other visual medium • Little or no reference to H&S • Makes no reference to the company behavioral markers scheme • Let personal opinion deflect from training objectives • Didn't support the value of CRM training 	<ul style="list-style-type: none"> • Invites questions • Generates a relaxed atmosphere • Creates a climate conducive to learning • Briefs all items required by this PEL Notice • Provides all required documentation • Refers to NOTECHS or company behavioral markers scheme • Use of visual aids to support teaching points • Identifies H&S requirements 	<ul style="list-style-type: none"> • Good introduction • Identifies the needs of the crew • Delivers PEL Notice, technical and non-technical, without change of style • Uses facilitation appropriately • Clear structure and clarity for all visual aid work • Includes NOTECHS in all areas including company behavioral markers 	<ul style="list-style-type: none"> • Generates a high level of engagement with crew • Responds appropriately to the needs of the crew • Defines clearly what is expected of the crew • Very responsive to questions • All visual aids support and enhance the briefing and teaching points • Manages potential barriers to learning including awareness of cross-cultural differences
Simulator Operation	<ul style="list-style-type: none"> • Limited familiarity with IOS • Irregular observation of crew • Incorrect R/T • Distracted by IOS 	<ul style="list-style-type: none"> • Checks simulator log and approvals • Efficient use of IOS • Presents 	<ul style="list-style-type: none"> • Crew enters the simulator with the correct scene set • Introduces failures appropriate to crew actions • Adjusts 'running 	<ul style="list-style-type: none"> • Very realistic scenarios • Role play of other agents responsive to crew's actions • Clarity of examiner,

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	<ul style="list-style-type: none"> at key observing moments Limited note taking Inappropriate use of freezes and repositions Overloading of failures Poor radar vectoring 	<ul style="list-style-type: none"> repositions to crew correctly Correctly sequences failures Observes all failure/repeat items Effective note taking 	<ul style="list-style-type: none"> sequence' to optimize time management Observes accurately identifying appropriate behavioral markers Identifies crew or individual fatigue 	<ul style="list-style-type: none"> instructor role Comprehensive observation/notes High level of flexibility to the training, checking plan Identifies root cause for all activity Is cognizant of the effect on the crew of any input from the Instructor/examiner
Instruction (Remedial)	<ul style="list-style-type: none"> Unaware of the root cause of the fault Emphasis on the 'What' rather than the 'How' Inappropriate style Mixing of instruction and examining No reference made to (any relevant) Non-Technical Skills Did not demonstrate empathy for the crew 	<ul style="list-style-type: none"> Crew made aware when acting as an instructor or examiner Correct observation of faults Provides correct technical input Makes mention of relevant NOTECH category or element 	<ul style="list-style-type: none"> Clear identification of root cause/behavioral markers Facilitates error analysis where appropriate Identifies teaching points with key words and concise phrases Seamlessly integrates technical and non-technical skills with pointers Continuously monitors progress of the session and responds accordingly 	<ul style="list-style-type: none"> Generates a high level of engagement with the crew. Increases the confidence and skills of the crew throughout the training event Facilitates crew learning especially regarding behavioral markers Assists the crew with the assessment of their own performance
Competence	1 - Requiring Improvement	2 - Basic Standard	3 - Good	4 - Very Good

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Assessment	<ul style="list-style-type: none"> Standard not correctly applied Lack of evidence to support assessment Many important items missed 	<ul style="list-style-type: none"> Correct assessment Applies Repeats and Retests Identifies good performance Identifies poor performance Makes technical and non-technical assessment 	<ul style="list-style-type: none"> Skilled use of Repeats and Retests for maximum value to crew Assesses cause behind good/poor performance 	<ul style="list-style-type: none"> Fully at ease with assessing the required standard and identifying this to the crew Comprehensive knowledge of company behavioral markers when making an assessment Clear understanding of root causes to all actions Keeps abreast of HF developments from the ICAO, EASA and the regulator
De-brief	<ul style="list-style-type: none"> Result not clearly stated Chronological No prioritization of faults Little opportunity for crew to review their own performance Nit-picking No reference to company behavioral markers scheme or NOTECHS Displayed limited knowledge of the core EASA CRM subjects 	<ul style="list-style-type: none"> Clear statement of result and use of 5Rs Clear prioritization of faults Holds the agenda Some use of facilitation Encourages crew to provide their views Integration of NOTECHS Supports company SOPs The ability to focus on main issues Written report supports the result offered 	<ul style="list-style-type: none"> Starts with an introduction At ease with facilitation to move the de-brief in the required direction Draws common faults together Links NOTECHS or company behavioral markers into the result of the check Balances praise and criticism Generation of summary Ability to listen to crew feedback Offers tips and advice Identifies missing skills (technical and non-technical) 	<ul style="list-style-type: none"> Allows the crew to drive the agenda with the examiner controlling the agenda Achieves agreement of crew Seamless integration of the NOTECHS or company behavioral markers into all aspects of the operation Crew leave with clear and concise learning points Checks understanding and summarizes learning points covered

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APPENDIX 7 – THE TM-CAD ISSUED EASA LICENCE EXPLAINED

A7.1 EASA Licence



Civil Aviation Directorate
Direttorat tal-Avjazzjoni Civili

EUROPEAN UNION

FLIGHT CREW LICENCE
LICENZJA TAL-EKWIPAGG TAT-TITJIR

Issued in accordance with Part-FCL
This licence complies with ICAO standards,
except for the LAPL and EIR privileges

Mahruga skont il-Parti-FCL
Din il-licenzja hija skont l-istandards tal-ICAO,
hliet għall-privileggi tal-LAPL u l-EIR

EASA Form 141 Issue 2

Identifies Licence as an EASA licence

I	State of Issue	MALTA	State of Licence Issue
III	Licence number	MLT.FCL.123456M	
IV	Last and first name of holder		If the holder's permanent address changes he must notify the PEL
IVa	Date of birth		
XIV	Place of birth		The licence holder must sign here for the licence to be valid
V	Address of holder:		
VI	Nationality		
VII	Signature of holder		
VIII	Issuing competent authority Transport Malta – Civil Aviation Directorate		
X	Signature of issuing officer and date		
XI	Seal or stamp of issuing competent authority		

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II	<p>Title of licence, date of initial issue and country code</p> <p>ATPL (A) 17.05.2010 MLT</p> <p>CPL (A) 17.05.2010 MLT</p> <p>PPL (A) 17.05.2010 MLT</p>	<p>Title of licence specifies which type of licence the holder has (PPL, CPL or ATPL)</p>
IX	<p>Validity: The privileges of the licence shall be exercised only if the holder has a valid medical certificate for the required privilege. A document containing a photo shall be carried for the purpose of identification of the licence holder.</p>	
XII	<p>Radiotelephony privileges: The holder of this licence has demonstrated competence to operate R/T equipment on board aircraft in English.</p>	<p>ICAO Automatic validation is listed here</p>
XIII	<p>Remarks: This licence is automatically validated as per the ICAO attachment to this licence.</p> <p>Language proficiency: English / Level 6 / Valid for life No further entries</p>	<p>Language Proficiency Level</p>

<p>XII Ratings, certificates and privileges</p> <p>Ratings to be revalidated</p>		<p>Aircraft ratings included in the licence with remarks or restrictions</p>
<p>Class/Type/IR</p> <p>SEP(land)</p> <p>IR(A)</p> <p>Night</p> <p>A320/IR</p>	<p>Remarks and Restrictions</p> <p>No further entries</p>	
<p>No further entries</p>		
<p>Instructors</p> <p>MCC(I/A)</p> <p>TR(MPA)</p>	<p>FNPTII MCC</p> <p>Restricted. A320 FFS only</p>	<p>Instructor Certificates are listed here with remarks or restrictions</p>
<p>Examiners</p> <p>See Certificate No.: MLT / TRE(MPA) / 123456M</p>	<p>No further entries.</p>	<p>For examiner certificates see Reference in the licence</p>

PEL Notice No. 88 Issue 2

Helicopter TR and SF Examiners Manual and Policy

CIVIL AVIATION DIRECTORATE

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XIV/XIII

Rating certificate endorsement	Date of Rating test	Date of IR test	Valid until	Examiners certificate no.	Examiners signature
A320/IR	09.05.2018	09.05.2018	30.05.2019	TM-CAD	
MCCI(A)	19.05.2018	*****	28.05.2021	TM-CAD	
TRI(MPA) A320	14.05.2017	*****	28.05.2020	TM-CAD	

Types/classes as listed in the EASA Type Rating Licence Endorsement List

Date of IR test column

Note: If a candidates' certificate of revalidation section is full, a new license may be obtained by completing form TM/CAD/0017 and sending it along with the required documentation to the PEL Department at TM-CAD.

Abbreviations used in this licence	
A	Aeroplane
ATPL	Airline Transport Pilot Licence
CP	Co-Pilot
CPL	Commercial Pilot Licence
CRI	Class Rating Instructor
EASA	European Aviation Safety Agency
EIR	En-route Instrument Rating
FI	Flight Instructor
FNPTII	Flight & Navigation Procedures Trainer 2
ICAO	International Civil Aviation Organisation
IR	Instrument Rating
LAPL	Light Aircraft Pilot Licence
MCC	Multi-Crew Cooperation
MCCI	Multi-Crew Cooperation Instructor
ME	Multi-Engine
MEP	Multi-Engine Piston
R/T	Radiotelephony
SEP	Single-Engine Piston
TRI	Type Rating Instructor
TRE	Type Rating Examiner

A list of Abbreviations pertinent to your licence are listed on the last part of the licence

EASA Form 141 Issue 2

A7.7 Guidance on Completion of the TM-CAD issued EASA License

A7.7.1 Checking of Licenses

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

Note: TM-CAD EASA license must be intact and not cut up.

Note: If a candidate's certificate of revalidation section is full, a new license may be obtained by completing form TM/CAD/0017 and sending it along with the required documentation to the PEL Department at TM-CAD.

A7.7.2 Instrument Ratings

a) Overview

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

b) Specifics

There are requirements to be met to initially qualify for IR privileges in single engine helicopters and in multi-engine helicopters.

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

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

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

c) Entries for Instrument Rating Statements of Validity ('Certificates of Revalidation')

Instrument Ratings are valid for 1 year.

The approach that will be used is as follows:

- (i) For IR privileges for other helicopters, there will be 4 variations, the texts of which are as follows:

1. 'IR-SP-SE'
2. 'IR-SP-ME class/SE'
3. 'IR-MP-ME class'
4. 'IR-SP-non HPCA' (Not applicable)

'IR' means Instrument Rating.

'SP' means single pilot role.

'MP' means multi pilot role only.

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'non-HPCA' means non-high performance complex aero plane.

(ii) These variations are to be used in the following circumstances:

1. is used when a pilot qualifies for and maintains IR privileges in single pilot single engine helicopters.
2. is used when a pilot qualifies for and maintains IR privileges as pilot in command in a single pilot helicopter that falls within a multi-engine class rating. When so qualified, the pilot can also use the IR privileges in any single engine helicopter which he is qualified to fly.
3. is used when the pilot qualifies to fly in multi pilot operations only a single pilot helicopter that falls within a multi-engine class rating with commensurate IR privileges. When so qualified, the pilot cannot use the IR privileges in any single engine helicopter; in any multi engine helicopter that falls within a class rating or in any single pilot non high performance complex helicopter which he is qualified to fly unless he separately has valid IR privileges to act as pilot in command in such helicopters and complies with the cross crediting arrangements in Appendix 8 to Part-FCL in which case separate IR certificates of revalidation must be entered in the license using text variations 1. and 4. above as appropriate.

- (iii) Where advantage is taken of the cross-crediting arrangements in Appendix 8, the validity of IR privileges in the various classes and types to which a pilot is entitled and hence in IR certificates of validation will be the same as the validity of the IR based on the IR proficiency check referred to in the left-hand column of Appendix 8 to Part-FCL.
- (iv) Where a pilot can take advantage of the cross-crediting arrangements in Appendix 8 to Part-FCL, a separate entry will be made for each type. This will be specific to the use of IR privileges in that type, the text of which is:
'Type/IR only'
- (v) The validity of a Type/IR entry based on cross-crediting will be the same as the validity of the type specific IR based on the IR proficiency check referred to in the left-hand column of Appendix 8 to Part-FCL.
- (vi) Texts will be placed in the 'Rating' (left hand) column of the certificate of revalidation. TM-CAD will generate the necessary entries for the columns entitled, 'Date of IR Test' and 'Valid Until' as required. This gives the variations as shown overleaf:

XII Rating - CERTIFICATE OF REVALIDATION					
Rating	Date of Rating Test	Date of IR Test	Valid Until	Examiner's Certificate Number	Examiner's Signature
Helicopters					
Type/IR only					

- (vii) It will not necessarily be the case that the validity of IR privileges for classes and types of helicopter will be the same as the validity of the class and type ratings themselves. A pilot may not pilot any aircraft except as a student unless he has a valid class or type rating for that aircraft.

A7.9.3 Aircraft Ratings and 'Endorsements'

a) Overview

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 139 of 163
--	---------------------------	--------------------

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Hal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

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

- (i) All helicopter rating entries will follow the wording in the helicopter Class and Type Rating Lists and License Endorsement Lists on EASA's website.
- (ii) Remarks identifying limitations and extensions related to individual aircraft ratings will, as appropriate, be entered against those ratings and 'endorsements' in the right-hand column of Section XII.
- (iii) Revalidations will only be entered in licenses which include aircraft class and type ratings; i.e. PPLs, CPLs, MPLs and ATPLs. LAPLs, SPLs and BPLs do not have aircraft class and type ratings, only 'Endorsements'.
- (iv) The first column of the Revalidation, the 'Rating/certificate endorsement' column in Section XII/XIII will include relevant details to identify privilege being revalidated.
- (v) A revalidation will include the class or type rating entry as it appears in Part XII (however TM-CAD issues revalidations entries showing a specific variant from within the rating on which the proficiency check was conducted).
- (vi) Revalidation entries will incorporate text to identify applicable limitations or extensions as required.

b) Specifics

The approach is as follows:

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

Single pilot role: 'SP' in right hand column

Multi pilot role only: 'MP' in right hand column

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

- (v) Helicopters that are certificated for operation by a minimum of 2 pilots in all circumstances will have no remark added to the right-hand column of Part XII; ('MP' is inherent in the rating).

- (vi) Thus, there will be provision for variations as shown below:

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

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It is to be noted that under Part-FCL, a 'multi-pilot only' limitation may be applied to a class of helicopters, e.g. to an MEP class rating.

(vii) Provision will be made for aircraft type ratings to be further distinguished by additional limitations and one extension to rating privileges. These will be:

1. A limitation for line flying under supervision;

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

'With instructor'

2. A co-pilot limitation;

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

3. Cruise Pilot

To be determined.

4. **A VFR only limitation.**

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

No remark

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

A7.9.4 Entries for Aircraft Rating Statements of Validity ('Certificates of Revalidation')

This gives the variations as shown below:

XII Rating - CERTIFICATE OF REVALIDATION					
Rating	Date of Rating Test	Date of IR Test	Valid Until	Examiner's Certificate Number	Examiner's Signature
Class/MP					
For single pilot helicopters and helicopters					
Type/SP					
Type/SP/MP					
Type/SP/IR					
Type/MP/IR					
Type/SP/MP/IR					
Additionally, for single pilot high performance complex helicopter types					
Type/SP/IR					
Type/MP/IR					

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Type/SP/MP/IR					
For multi pilot helicopters					
Type					
Type/IR					
Type/IR					
For multi pilot helicopters					
Type/MP					
Type/MP/IR					

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APPENDIX 8 – OPERATOR PROFICIENCY AND TRAINING PROGRAMMES

- A8.1 Neither the ANO nor AIR OPS give specific guidance on the conduct of recurrent checks and the standards that should be required. However, both require the flight crewmember to demonstrate competence in carrying out normal, abnormal and emergency procedures, indeed EASA Part FCL Appendix 9 is clear on the requirement to always demonstrate safe technical and non-technical operating standards. It is therefore expected that the limits, general guidance, principles of overall competency, including repeat and re-test requirements described within this Standards Document and aligned with part FCL Appendix 9 should be applied to the conduct of OPCs and operator recurrent training and checking programmes. An operator may wish to set higher standards for recurrent checking and indeed incorporate additional items beyond those required in Appendix 9 and this standards document; in all cases though, any observation or competency graded reflecting a significant safety or performance deficiency must ensure that a return to line does not occur until the deficiency is rectified and is thoroughly demonstrated. When developing grading markers, guidance and instructions to training captains and training standards.
- A8.2 AOC Operators should specify their company requirements for recurrent checking in their Operations Manual Part D (Training), for acceptance by their assigned FOI.
- A8.3 AOC Operators should define clearly in their Operations Manual Part D what action is to be followed in the event of a failure to pass an OPC or if unsatisfactory performance is evident in any other recurrent training programme. It is recommended there should be a clear statement that the flight crewmember may not thereafter act as a crewmember on commercial air transport or public transport flights until operator proficiency has been achieved.
- A8.4 Recurrent training and checking is intended to ensure a competent standard for all aspects of a particular company's operation. Hence the Operations Manual Part D should specify the required training frequency of rarely used items pertinent to the company route structure. It should also ensure compliance with SOPs, particularly in an emergency. For example, unlike the LPC, which often assesses ability to operate the aircraft in manual flight, the OPC should be used to encourage appropriate use of automation and normal operational procedures.
- A8.5 AIR OPS ORO.FC.230 states "Each flight crew member shall complete operator proficiency checks as part of the normal flight crew complement". Thus, in general, when an OPC is to be conducted in a simulator, a captain and a co-pilot should normally be programmed, even when only one of the pilots is under check.
- A8.6 It is recognised, however, that there are some circumstances in which it may be reasonable for an OPC to be crewed by two co-pilots or two captains. In this case the operator's Training Manual shall contain clear policy and instructions regarding the conduct of OPCs with paired co-pilots or captains and guidance to training captains provided on the general conduct. These should include the following considerations:
- The check shall be conducted in strict compliance with SOPs. If a pilot may operate in either seat, certain non-specific items may be abbreviated in nature due to commonality between seats. However, periodic testing should evaluate seat specific items such as LVO, RTO etc. All key mandatory PF handling items shall be assessed in each seat during a test and any scenarios should be conducted in the normal operating seat to assess competencies in the operational role.
 - A limit to the frequency with which an individual co-pilot or captain may be checked with another co-pilot or captain should be considered. This shall be agreed with operator's assigned FOI.

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A8.7 It is also accepted that, in the event of a short-notice sickness absence, it would be both unreasonable and impractical to cancel the other pilot's check if a stand-in pilot were available, so any suitable stand in pilot may be sourced in this instance.

A8.8 Operator Proficiency Checks**A8.8.1 Applicability**

- Examiners located within TM-CAD approved ATOs with centers located inside or outside member states;
- Examiners located within ATOs approved by EU member states with centers located inside or outside member states;
- Examiners located within EASA approved third country ATOs with centers located inside or outside member states;
- Examiners who are not active in commercial air transport operations.

A8.8.3 Part-ORO.FC.145 specifies the requirements for recurrent training and checking for companies involved in commercial air transport operations. The Operator Proficiency Check (OPC) shall be conducted by examiners qualified in accordance with Part-FCL.

A8.8.4 An examiner wishing to conduct OPCs shall;

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

A8.9 AOC Operators' using 3rd Party Examiners:

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

A8.10 Training Design Guidance, ATQP and mixed implementation approach to Evidence Based Training (EBT)

Operators may have their own approved training programmes in compliance with ATQP or EBT. For operators holding such approvals, provided the items as detailed in appendix 9 and the detailed testing standard of this document are completed, and these are conducted as a crew or independently and fulfilling test conditions, then the Appendix 9 skills test or proficiency check may be completed within any scenario or training design methodology accepted by the TM-CAD.

The EBT programme, as defined in ICAO Doc 9995, contains modules with three phases: the evaluation phase, the maneuvers validation phase, and the scenario-based training phase. In order to comply with the existing regulatory framework, LPC and OPC requirements may be fulfilled by embedding Appendix 9 items within these phases. A form of mixed implementation is therefore described as follows. This may be useful for operators in the development of principles in this development phase:

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Regardless of any operator recurrent programme, mixed implementation or EBT, competency to safely operate an aircraft should always be evaluated and the founding principles of testing included in this document and appendix 9 shall be followed. For example, if a pilot requires significant amounts of retraining and re-evaluation to achieve competency than would be required during any proficiency test, it may not be practical to address deficiencies within a single detail, therefore a broader retraining plan and reassessment may be required for that pilot.

2) EVALUATION PHASE

The purpose of the evaluation phase may be to:

- a. observe and assess flight crew competency (Appendix 9 test elements may be incorporated alongside company requirements, for example PBN, some 3.4 and 3.6 items)
- b. collect data to further develop and validate the effectiveness of the training system; and
- c. identify individual training needs.

The evaluation phase should consist of a line-oriented flight scenario during which there are one or more occurrences for the purpose of evaluating one or more key elements of the required competencies. The root cause rather than the symptoms in any deficiency should be identified. Details are specified in Appendices 2 to 7.

During the evaluation phase of the session the instructor will not normally give any instruction to the pilots or interrupt. Instead he or she will focus on observation, run the scenario and play the role of external parties (ATC, cabin crew, etc.) where necessary. All deficiencies in flight crew competence should be noted in order that they may be addressed during the subsequent phases of the session.

In the event the instructor is obliged to intervene, the effect of this intervention on the flight crew's performance should be considered.

If appendix 9 testing items are included, then the rules surrounding the use of repeats and retests remain.

3) MANOEUVRES VALIDATION PHASE

The purpose of the manoeuvres training phase is to practice and develop the handling skills necessary to fly critical flight manoeuvres, in order that they are maintained to a defined level of proficiency, according to predetermined performance criteria as established by the operator or training organization.

During the manoeuvres training phase, the focus is on the handling skills required to perform critical flight manoeuvres and associated procedures. This is not part of the line-oriented flight scenario training, and can be accomplished with greater efficiency, focusing as appropriate on the critical elements of manoeuvres to enhance skill levels.

Appendix 9 testing items may be included in this phase. Whilst the test items are run in real time, a full scenario is not necessary, therefore the use a reposition after a manoeuvre is completed may be used.

4) SCENARIO BASED TRAINING PHASE

The purpose of the scenario-based training phase is to develop, retain and practice the competencies for effective management of threats and errors to enhance the crew's ability to cope with both predictable and unforeseen situations. It may also be used to complete cycle training items,

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additional handling practice, First Officer Development and training items to fulfil and operational approval or requirement (e.g. Cat C airfield, RNPAP, etc.)

The focus of the scenario-based training phase is to develop the flight crew's capability to manage relevant threats and errors and develop technical and non-technical competence.

The instructor may intervene or interrupt where necessary to enable the development of the crew's competence or enhance the learning experience, indeed active instruction may take place here.

A8.11 Competencies

Assessment is a continuous process throughout all phases of training whether under formal test conditions or not. Assessment should be accomplished by relating the observed crew behavior.

It is the process of observing, recording, analysing and determining crew performance against a defined standard in the context of overall performance. It includes the concept of self-critique and feedback, which can be given during training, or in summary thereafter.

Any instructor or examiner must always consider safe competency to operate. Unacceptable reductions in safety margins at any time of either a technical or non-technical nature shall not proceed to line operations until the issue is resolved

Guidance on competency-based assessments is given in the detailed testing standard at Appendix 2 of this document.

A8.12 Incorporating SEP and other ground training requirements alongside recurrent training

- a) Some operators may as part of their ATQP approval, EBT or as agreed with their FOI incorporate additional ground training items alongside recurrent training; for example, during the SIM briefing. TM-CAD supports alternative training concepts where possible and reasonable controls assuring compliance and quality, however the mandatory briefing and testing requirements of a skills test or proficiency must be fulfilled. Training quality and content shall also not become adversely affected by the inclusion of any additional ground training items.
- b) Compliance with the aircrew regulation and requirements surrounding ground training requirements shall be complied with.
- c) Training staff shall be appropriately trained in accordance with any specific regulations in force to deliver additional ground training.
- d) Training records shall be maintained clearly demonstrating where required elements of the operator's ground training syllabus have been completed.
- e) The operator shall establish a method of monitoring expiry dates and ensuring that regulations are complied with.

A8.13 Incorporating and complying with HF requirements alongside recurrent training

- a) TM-CAD supports methodologies that embed Human Factors philosophies throughout all aspects of their training. However, the following must be noted:
 - In all cases, compliance with PART-OPS and the aircrew regulation shall be demonstrated by the operator.
 - Staff delivering any HF aircrew training shall receive additional training to deliver Human Factors training to flight crew as defined in PART-OPS and the aircrew regulation.
 - Training records shall be maintained clearly demonstrating where required elements of the

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operator's HF syllabus have been completed.

- The operator shall establish a method of monitoring expiry dates and ensuring that regulations are complied with.

A8.14 UPRT :
N/A.

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APPENDIX 9 – TRI

A9.1 Type Rating Instructor Certificates

a) Overview

Type Rating Instructor (TRI) certificates are issued only in respect of single pilot helicopters and multi pilot helicopters.

b) Specifics

TRI certificates are valid for 3 years.

The approach used for aircraft class and type ratings will also be used for TRI certificates.

The approach that will be used is as follows:

- (i) The current practice of having an entry for each type on which type rating instructor privileges are gained will continue.
- (ii) The text to be used for a type will be the same as for the aircraft type rating as taken from the License Endorsement columns of the lists on the EASA website and prefixed by 'TRI'.
- (iii) The text will be placed in the 'Instructor' (left hand) column of Part XII of the license.
- (iv) Related remarks and restrictions will be placed in the Remarks and Restrictions (right hand) column of Part XII.
- (v) In the case of aircraft certificated for operation by a single pilot, the protocol established for distinguishing where the aircraft concerned is operated in the single pilot role or the multi pilot role or both is:

Single pilot role: 'SP' in right hand column

Multi pilot role only: 'MP' in right hand column

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

- (vi) For helicopters that are certificated for operation by a minimum of 2 pilots in all circumstances no 'MP' remark is required to be added to the right-hand column of Part XII.

- (vii) Thus, there are four variations as shown below:

XII	Ratings, certificates and privileges Ratings to be revalidated
Instructor	Remarks and Restrictions
TRI Type Rating	SP (For TRI when qualified on type in the single pilot role)
TRI Type Rating	MP (For TRI qualified on a single pilot type in the multi pilot role only)
TRI Type Rating	SP/MP (For TRI when qualified on type in both single and multi-pilot roles)
TRI Type Rating	(For a multi pilot helicopter)

- (viii) Provision is made to further distinguish type rating instructor privileges with additional limitations and one extension to rating privileges which will also be placed in the remarks and restrictions (right hand) column of Part XII. These entries should always appear after the entries shown in paragraph 7 above.
- (ix) Entries for Type Rating Instructor Certificate Statements of Validity ('Certificates of Revalidation'):

A pilot must qualify for TRI privileges on each type of helicopter for which instructor privileges are sought. The approach that will be used is as follows:

1. Entries will be made for each type.

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2. Each entry will comprise 'TRI' followed by type rating as taken from the Licence Endorsement columns of the lists on the EASA website.
3. The text will be placed in the 'Rating' (left hand) column of the Revalidation.

TM-CAD will generate the necessary entries for the columns entitled 'Date of Rating Test', and 'Valid Until' as required. An entry will be as shown below:

XII/XIII–Rating Certificate Endorsement					
Rating	Date of Rating Test	Date of IR Test	Valid Until	Examiner's Certificate Number	Examiner's Signature
TRI type					

A.9.2 TRI and SFI – General, revalidation and renewal requirements

A9.2.1 General

- a) Part-FCL requires SFIs and TRIs to revalidate their instructor certificate by satisfying the requirements detailed in FCL.940.TRI or FCL.940.SFI.
- b) FCL.940 – SFI and TRI certificates shall be valid for a period of three years.
- c) All training for the issue, revalidation or renewal of a TRI/SFI certificate must be carried out by an Approved Training Organisation (ATO) in accordance with an Approved TRI/SFI Course.
- d) There are risks when training is conducted on aircraft. These risks are increased when the TRI, even though valid in licensing terms, is out of practice. For this reason, operators and ATOs should control and minimise risks through their Safety Management Systems. This may include appropriate practice and/or refresher training in the FFS or aircraft prior to conducting aircraft training.
- e) The endorsements "A/C only" being "Excluding emergency/abnormal procedures" or unrestricted when added to 'FFS' all require 'upgrade' courses of appropriate duration.
- f) A TRI AoC in the FFS must include demonstration of skill relevant to instructing privileges held. Therefore, TRIs wishing to Renew or Revalidate TRI qualifications which include 'TRI(H) FFS Only', 'TRI(H) A/C Only or TRI(H) being "Excluding emergency/abnormal procedures" or unrestricted should be assessed in a control seat in addition to the IOS during the AoC. A TRI(H) only Renewing or Revalidating in the FFS can be assessed solely in a control seat in the FFS. (FCL.935)
- g) An AoC for initial grant of a TRI with aircraft restricted or unrestricted privileges must be conducted on the aircraft.
- h) An instructor may hold both TRI and SFI privileges if both qualifications have been applied for, correctly detailed on the license and licensing certificate respectively and maintained.

The revalidation, renewal and recency requirements differ between TRI and SFI and must be adhered to for privileges to be exercised.

A9.2.2 TRI Revalidation

- 1) For the revalidation of a TRI(H) certificate, applicants shall, within the 12 months immediately preceding the expiry date of the certificate, fulfil one of the following three requirements:
 - a. Conduct one of the parts of a type rating course, recurrent, renewal or remedial training with at least one simulator session of at least 3 hours or one air exercise of at least 1 hour

- comprising a minimum of two take-offs and landings;
 - b. Receive instructor refresher training as a TRI(H) at an ATO;
 - c. Pass the assessment of competence in accordance with FCL.935.
- 2) For at least each alternate revalidation of a TRI certificate, holders shall have to pass the assessment of competence in accordance with FCL.935.
 - 3) If TRIs hold a certificate in more than one type of aircraft and if it is part of a recommendation of the OSD within the same category, the assessment of competence taken on one of those types shall revalidate the TRI certificate for the other types held within the same category of aircraft
 - 4) If the applicant holds restricted or extension of privileges to their TRI certificate, the following shall be accepted for revalidation by AoC:
 - Aircraft only – Shall be revalidated in an aircraft and airborne emergencies shall be simulated
 - FFS Only – Shall be revalidated in an FFS
 - FFS and Aircraft (restricted and unrestricted) – May be revalidated in an FFS or aircraft. If revalidated in an FFS, it shall incorporate an in-seat element demonstrating relevant aircraft training skills. If revalidated in an aircraft, this will also revalidate FFS privileges.

Note: ATO's shall define requirements for refresher training and assessments of competency within their respective documentation and this should be acceptable to the TM-CAD.

A9.2.3 TRI Renewal

For the renewal of a TRI(H) certificate the applicant shall fulfil the following requirements:

- (i) Complete within the last 12 months preceding the application at least 30 route sectors, to include take-offs and landings on the applicable helicopter type, of which not more than 15 sectors may be completed in a flight simulator.
- (ii) Complete the relevant parts of a TRI course at an ATO. The content of this training shall be determined by the ATO's Head of Training considering the length of time that the certificate has lapsed. If the applicant's certificate has lapsed for a period greater than 12 months, then some training in an FFS or FTD 2 shall be required.
- (iii) Conduct three hours of flight instruction on the applicable type of helicopter under the supervision of a TRI(A).
 - a) TRI(H) requiring Aircraft privileges only:
The three hours of flight instruction must include a minimum of one hour of instruction in an aircraft which includes a minimum of two take-offs and landings, the remaining time may be conducted in a simulator of the applicable type with the TRI(H) providing instruction from a pilot's seat.
 - b) TRI(H) requiring Aircraft and Simulator privileges:
The three hours of flight instruction must include a minimum of one hour of instruction in an aircraft which includes a minimum of two take-offs and landings, the remaining time may be conducted in a simulator of the applicable type with the TRI(H) providing instruction from the instructor station.
 - c) TRI(H) Restricted – Simulator only:
The three hours of flight instruction shall be conducted in a simulator of the applicable type with the TRI(H) providing instruction from the instructor station.

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- Note 1: The three hours of flight instruction in paragraph (iii) shall, either be part of a complete type rating course or be recurrent/remedial training for the issue, revalidation or renewal of a type rating.
- Note 2: The TRI(H) who provides the supervision required in FCL.940.TRI(b)(1)(iii) must hold the appropriate privileges for the instruction being given, i.e. if the instruction is given in an aircraft then the supervising TRI(H) must hold appropriate aircraft privileges.
- Note 3: All the training undertaken to satisfy the requirements for the renewal of a TRI(H) certificate must be conducted under the management of an ATO.
- Note 4: An AoC for the issue, renewal or revalidation of a TRI(H) on the aircraft must be conducted by an examiner nominated by the ATO for the purpose. The examiner must hold a valid TRI(H) including appropriate TRI(H) privileges on type and at least an 'FFS' TRE Authorisation with '(a)(5)' privileges (FCL.1005.TRE AMC1 FCL.930.TRI). Examiners are reminded that they cannot conduct an AoC for the issue, revalidation or renewal of TRI privileges greater than the valid TRI privileges they hold.
- Note 5: ATO's shall define requirements for refresher training and assessments of competency within their respective documentation and this should be acceptable to TM-CAD.

A9.2.4 SFI Revalidation

For the revalidation of an SFI(H) certificate the applicant shall, within the validity period of the certificate, fulfil two of the following three requirements:

- (i) Experience (FCL.940.SFI.(a)(1)):
Complete 50 hours as an instructor or an examiner in FSTDs, of which 15 hours shall be within the 12 months preceding the expiry date of the SFI certificate.
- (ii) Refresher Training (FCL.940.SFI.(a)(2)):
Receive instructor refresher training as a SFI at an ATO. The instructor refresher training for the SFI must be determined by the ATO on an individual basis. The procedure for determining the extent and content of the training shall be detailed within the ATO's training manual.
- An ATO may deem it acceptable that refresher training is planned for a group of instructors in a seminar style in a classroom. However, the ATO shall ensure that the refresher training adequately addresses the needs of the individual instructor and should include practical training where necessary.
- The ATO shall record the training delivered and issue a course completion certificate as evidence of this refresher training having been completed.
- (iii) Assessment of Competence (AoC), (FCL.940.SFI.(a)(3)):
Pass an AoC within the 12 months preceding the expiry date of the certificate. The assessment must consist of at least three hours of flight instruction on the applicable FSTD.

Note 1: An AoC for the issue, renewal or revalidation of an SFI(H) must be conducted by an examiner nominated by the ATO for the purpose. The examiner must hold a valid TRI(H) or SFI(H) and a TRE/SFE Authorisation with '(a)(5)' privileges. (FCL.1005.(a)(5)). Examiners are reminded that they cannot conduct an AoC for the issue, revalidation or renewal of TRI/SFI privileges greater than the valid TRI/SFI privileges they hold.

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9.2.4.1 For at least each alternate revalidation of an SFI(H) certificate, the holder shall have to pass an AoC as an SFI on one of the types within the certificate, as detailed in (iii) above. It is not necessary for an AoC to be conducted on each type within the SFI certificate for revalidation purposes.

Note 1: Examiners conducting annual proficiency checks on the specific aircraft type(s) representing the type(s) for which the privileges held on the SFI Certificate, will comply with the validity period requirements of ARA.FCL.215, in that they shall extend the validity period until the end of the relevant month.

9.2.4.2 SFIs providing instruction for the renewal or revalidation of the instrument flying privileges that are associated with type ratings are required to comply with FCL.905.SFI(a):

FCL.905.SFI SFI – Privileges and Conditions

The privileges of an SFI include the conduct of synthetic flight instruction, within the relevant aircraft category, for the issue, revalidation and renewal of an IR, provided that the SFI holds or has held an IR in the relevant aircraft category and has completed an IRI training course.

A9.2.5 SFI Renewal

For the renewal of an SFI(H) certificate the applicant shall, within the 12 months preceding the application:

- (i) Complete the simulator content of the SFI training course.
- (ii) Receive instructor refresher training as an SFI at an ATO. The content of this training shall be determined by the ATO's Head of Training considering the length of time that the certificate has lapsed. If the applicant's certificate has lapsed for a period greater than 12 months, then some training in an FFS or FTD 2 shall be required.

The procedure for determining the extent and content of the training shall be detailed within the ATO's training manual. The refresher training should therefore address all elements of the SFI role including briefing, practical training, debriefing and completion of all associated paperwork. The procedure for determining the extent and content of the training shall be detailed within the ATO's training manual.

An ATO may deem it acceptable that refresher training is planned for a group of instructors in a seminar style in a classroom. However, the ATO shall ensure that the refresher training adequately addresses the needs of the individual instructor and should include practical training where necessary.

The ATO shall record the training delivered and issue a course completion certificate as evidence of this refresher training having been completed.

- (iii) Pass an AoC.

The AoC shall be conducted in accordance with the requirements of Standards Document 43 Appendix C. The assessment must consist of at least three hours of flight instruction on the applicable FFS.

Note 1: A pilot holding a valid type rating is deemed to have met the requirement detailed in (i) above. (FCL.930.SFI (a)(1)).

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9.3 TRI/SFI expiry dates**9.3.1 Revalidation:**

The new expiry date following the revalidation of an SFI or TRI certificate will be three years from the current expiry date, including the remainder of the month.

9.3.2 Renewal TRI(H)

The new expiry date following the renewal of a TRI certificate will be three years from the date of the application, including the remainder of the month.

9.3.2 Renewal SFI(A):

The new expiry date following the renewal of an SFI will be three years from the date of the AoC including the remainder of the month.

A9.4 TRI/SFI Assessment of Competency**A.9.4.1 All instructors shall be assessed in the following competences:**

- a. preparation of resources;
- b. creating a climate conducive to learning;
- c. knowledge;
- d. integration of threat and error management (TEM) and Human Factors principles
- e. management of time to achieve training objectives;
- f. facilitation of learning;
- g. assessment of knowledge skills and attitudes and overall competency
- h. monitoring and reviewing progress;
- i. evaluation of training sessions; and
- j. report outcome

A.9.4.2 Assessment of competence

Applicants for the issue, revalidation or renewal of an instructor certificate shall pass an assessment of competence in the appropriate aircraft class, type or FSTD to demonstrate to an examiner qualified in accordance with Subpart K the ability to instruct student pilots to the level required for the issue of the relevant license, rating or certificate.

An AoC for the issue, renewal or revalidation of a TRI(H) on the aircraft must be conducted by an Examiner nominated by the ATO for the purpose. The Examiner must hold a valid TRI(H) including aircraft privileges on type and at least an 'FFS' TRE Authorisation with (a)(5) privileges (FCL.1005.TRE(a)5). Examiners are reminded that they cannot conduct an AoC for the issue, revalidation or renewal of TRI privileges greater than the valid TRI privileges they hold.

(a) This assessment shall include:**(b)**

- (1) the demonstration of the competencies described in FCL.920 and standards document 43, during pre-flight, post-flight and theoretical knowledge instruction;
- (2) oral theoretical examinations on the ground, pre-flight and post-flight briefings and in-flight demonstrations in the appropriate aircraft class, type or FSTD; and
- (3) exercises adequate to evaluate the instructor's competencies.

(c) The assessment shall be performed on the same class or type of aircraft or FSTD used for the flight instruction.**(d) When an assessment of competence is required for the revalidation of an instructor certificate, applicants who fail to achieve a pass in the assessment before the expiry date of an instructor certificate shall not exercise the privileges of that certificate until the assessment has been successfully completed.****(e) When the AoC is conducted in a simulator the assessment should include a minimum of three**

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hours of flight instruction. When the AoC is conducted in a helicopter the assessment should include a minimum of one hour of flight instruction.

- (f) If a person holds a TRI(H) certificate on more than one type of aircraft in the same category the AoC taken on one of those types shall revalidate the TRI(H) certificate for the other types held in the same category.

For at least each alternate revalidation of a TRI(H) certificate, the holder shall have to pass the AoC detailed in (iii) above. (FCL.935.TRI).

- (g) The assessment of competence for a TRI for MPH shall be conducted in an FFS. If no FFS is available, an aircraft may be used.

A9.5 TRI AoC, examiner scheduling

- a. Under certain circumstances and if the Senior Examiner or Training Inspector who holds the appropriate qualification, a TRI/SFI AoC may be conducted during the same detail as a TRE/SFE AoC.
- b. An SE must hold relevant (a)(5) privileges. If a TRI AoC is conducted at the same session, they shall be separately briefed and observed elements of the details.
- c. If the TRI has extension of aircraft privileges restricted or unrestricted, then there shall be an in seat instructional element to the TRI AoC.
- d. Even though the two assessments may be combined, separate reports and TM/CAD/0179 shall be completed.

Note: An AoC for the issue, renewal or revalidation of a TRI(H) on the aircraft must be conducted by an Examiner nominated by the ATO for the purpose. The Examiner must hold a valid TRI(H) including aircraft privileges on type and at least an 'FFS' TRE Authorisation with (a)(5) privileges (FCL.1005.TRE(a)5). Examiners are reminded that they cannot conduct an AoC for the issue, revalidation or renewal of TRI privileges greater than the valid TRI privileges they hold.

9.6 TRI Restricted privileges and extension of privileges

- 1) If the TRI training is carried out in an FFS only, the privileges of TRIs shall be restricted to training in the FFS.

The restriction shall be removed when TRIs have completed the respective parts of the training programme under an ATO approved by TM-CAD.

In this case, TRIs may conduct line flying under supervision, Take-Off and landing, or aircraft training, provided that the TRI training course has included additional training for this purpose.

- 2) The privileges of TRIs are restricted to the type of helicopter in which the training and the assessment of competence were conducted. Unless otherwise determined in the OSD, the privileges of TRIs shall be extended to further types when TRIs have:
 - a. completed within the 12 months preceding the application, at least 15 route sectors, including take-offs and landings on the applicable aircraft type, of which 7 sectors may be completed in an FFS;
 - b. completed the relevant parts of the technical training and flight instruction parts of the applicable TRI course;
 - c. passed the relevant sections of the assessment of competence in accordance with FCL.935 in order to demonstrate to an FIE or a type rating examiner (TRE) qualified in accordance with Subpart K their ability to instruct a pilot to the level required for the issue of a type rating,

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including pre-flight, post-flight and theoretical knowledge instruction.

- 3) The privileges of TRIs shall be extended to further variants in accordance with the OSD when TRIs have completed the relevant parts of the technical training and flight instruction parts of the applicable TRI course.

Extensions of privileges and the respective licence endorsement:

Qualification	Licence endorsement
An aircraft only limitation	'A/C Only'
A flight simulator only limitation	'FFS Only'
An extension to FFS privileges to conduct aircraft training. Note: This qualification also permits the TRI to conduct training and line flying on a Zero Flight Time training course. A	
A take-off and landing training only limitation - The 'take-off and landing only' restriction does permit transit flights providing no abnormal and emergency procedures are practiced.	A/C "Excluding emergency/abnormal procedures"

9.7 Refresher Training (FCL.940.TRI(a)(1)(ii))

The instructor refresher training for the TRI must be determined by the ATO on an individual basis. The procedure for determining the extent and content of the training shall be detailed within the ATO's training manual. The ATO shall record the training delivered and issue a Course Completion Certificate as evidence of this refresher training having been completed.

As instructor refresher training for a TRI revalidation will only be required when the TRI has not met the TRI experience requirements detailed in FCL.940.TRI(a)(1)(i),

The refresher training should therefore address all elements of the TRI role including briefing, practical training, debriefing and completion of all associated paperwork. As refresher training is an alternative to an Assessment of Competence as a means of revalidation, the ATO must ensure that the TRI has been trained to a proficient standard.

9.8 TRI/SFI Examiner – TRE or SFE (a)(5)

- 9.8.1 Opinion 5 of Regulation 1178/2011 amending Part-FCL includes the following on the qualification of examiners to gain and retain (a)(5) (TRIE) privileges on their TRE or SFE certificate.

FCL.1005.TRE TRE — privileges and conditions

Type rating examiners for helicopters (TREs(a)(5)) assessments of competence for the issue, revalidation or renewal of a TRI or SFI certificate in the applicable aircraft category, provided that they have completed at least 3 years as a TRE and have undergone specific training for the assessment of competence in accordance with FCL.1015(b)

- 9.8.2 Therefore the following procedure is the policy of TM-CAD for examiners wishing to both extend or retain their privileges to hold (a)(5) and TRI/SFI Examiner.

- a. Hold a valid ATPL(A), including Type Rating and TRI or SFI Rating: both on the aircraft type to which the approved TRI course relates and is competent to act as a TRI/SFI Examiner;
- b. Shall be a current TRE or SFE with at least 3 years of experience (simulator or aircraft, as applicable to the TRI tests to be conducted).

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- c. Shall have completed training and been assessed as suitable to conduct of TRI AoC's as defined in the ATO manual to the limit of the examiners own TRI or SFI privileges.

Note: An AoC for the issue, renewal or revalidation of a TRI(H) on the aircraft must be conducted by an Examiner nominated by the ATO for the purpose. The Examiner must hold a valid TRI(H) including aircraft privileges on type and at least an 'FFS' TRE Authorisation with (a)(5) privileges (FCL.1005.TRE(a)5). Examiners are reminded that they cannot conduct an AoC for the issue, revalidation or renewal of TRI privileges greater than the valid TRI privileges they hold.

- 9.8.3 Form TM/CAD/0178 shall be submitted to cadpel.tm@transport.gov.mt signed by the applicant and the Head of Training of an ATO holding the subsequent course approval.
- 9.8.4 ATO's should amend relevant documentation to reflect procedures for the training and assessment to conduct TRI or SFI Assessments of Competency and these procedures shall be acceptable to TM-CAD.

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APPENDIX 10 – AUTHORISATION AND DISCIPLINARY ACTION

A10.1 Introduction

TM-CAD may, in accordance with Article 168 of the ANO 2016, authorise a person to conduct such examinations or tests as it may specify. This policy sets out the basis on which TM-CAD authorises persons under this provision. TM-CAD requires to be satisfied that a person is fit and qualified to conduct any specified examinations or tests before authorising them to do so. In considering whether it is or remains satisfied that a person is fit and qualified to act as an authorised examiner, TM-CAD will consider the matters set out below. If TM-CAD ceases to be so satisfied about an authorised examiner, it will take appropriate action.

A10.2 Requirements for TM-CAD to be satisfied that a person is fit and qualified to be authorised as an examiner include:

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

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

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

A10.3 Disciplinary action

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

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

The course of disciplinary action will depend on the circumstances of the individual case. Flight Operations Manager (Training & Technical) in consultation with the TM-CAD Inspector may mandate remedial action such as retraining/testing, an interview or a formal warning. A certificate may be suspended until such remedial action is completed.

Flight Operations Manager (ATO&FCL) will take suspension or revocation action where it is considered that TM-CAD cannot remain satisfied as to the fitness or qualification of the examiner. In the event of a proposal to suspend or revoke a certificate, an examiner will be entitled to appeal against the decision in accordance with Regulation 6(5) of the Civil Aviation Authority Regulations 1991, as amended.

PEL Notice 88 – TR and SF Examiner Manual and Policy	Version 2.0 31/05/2021	Page 157 of 163
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CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Hal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

A10.4 Disciplinary Procedures

INTRODUCTION

This procedure documents the actions to be employed by TM-CAD for taking disciplinary action when an examiner fails to maintain the standards of conduct required.

POLICY OR POLICY REFERENCE

- PEL Notice 64
- ANO
- CS-FSTD
- Part-FCL
- AIR OPS

PURPOSE AND SCOPE

To ensure that examiners conduct themselves with the appropriate level of skill, integrity and good judgement and that they are in compliance with procedures and regulations regarding their conduct of tests and their conduct as aviators.

ACTIONS

Step	Requirements		
1 Receive Complaint			
2 Section Head	<ul style="list-style-type: none"> • Report to FOM ATO&FCL • FOM ATO&FCL opens file on case. • FOM ATO&FCL organises investigation into complaint. 		
3 Investigate complaint	<ul style="list-style-type: none"> • If complaint is not supported by evidence, FOM ATO&FCL makes report to that effect and closes file. • If complaint is supported by evidence, consider immediate suspension of Examiner Certificate pending corrective action. 		
4 If suspension is necessary Suspend Examiner Authorisation	<ul style="list-style-type: none"> • FOM ATO&FCL sends letter to examiner suspending Examiner Authorisation pending further investigation or corrective action informs Legal Department. • The letter of suspension shall be sent as soon as there is sufficient evidence of a problem; delays may result in the examiner continuing to conduct tests improperly. 		
5 Consider and Notify Examiner of Corrective action required	<p>Possible corrective actions FOM ATO&FCL decides what corrective action is required):</p> <ul style="list-style-type: none"> • Admonish. • Interview. • Retraining. • Re-test as examiner. • Revoke Examiner Certificate. <p>Examiner is notified of the required corrective action.</p>		
6 Implement/ Monitor and complete corrective action	<table border="0"> <tr> <td> <ul style="list-style-type: none"> • Issue admonishment. • Interview. • Retraining as examiner. • Re-test as examiner. • Revoke examiner certificate. </td> <td> <ul style="list-style-type: none"> • FOM ATO&FCL • FOM ATO&FCL • Course Provider. • TM-CAD Inspector. • FOM ATO&FCL informs Legal Dept. </td> </tr> </table>	<ul style="list-style-type: none"> • Issue admonishment. • Interview. • Retraining as examiner. • Re-test as examiner. • Revoke examiner certificate. 	<ul style="list-style-type: none"> • FOM ATO&FCL • FOM ATO&FCL • Course Provider. • TM-CAD Inspector. • FOM ATO&FCL informs Legal Dept.
<ul style="list-style-type: none"> • Issue admonishment. • Interview. • Retraining as examiner. • Re-test as examiner. • Revoke examiner certificate. 	<ul style="list-style-type: none"> • FOM ATO&FCL • FOM ATO&FCL • Course Provider. • TM-CAD Inspector. • FOM ATO&FCL informs Legal Dept. 		

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7. Complete Case Actions

- Re-instate examiner certificate (if appropriate) by letter when corrective action complete – FOM ATO&FCL
- Inform Legal Department.
- Record corrective actions completed
- Close file and save to examiner's personal file.

APPENDIX 11 – REGULATORY REFERENCE MATERIAL AND USEFUL LINKS

The Air Navigation Order

BASIC REGULATION (EU) No 2018/1139 (as amended)

AIRCREW REGULATION (EU) No 1178/2011 (as amended)

PART-FCL (and associated AMC material)

- Subpart A General Requirements.
- Subpart G Instrument Rating.
- Subpart H Class and Type Ratings.
- Subpart J Instructor Certificates.
- Subpart K Examiner Certificates.

AIR OPS

- AMC1 ORO.FC.230 Operator's recurrent training and checking
- SPA.LVO.120 Low Visibility Operations.

CS-FSTD(A)

OTHER DOCUMENTS

- Malta AIP - be familiar with all current applicable Aeronautical Information Circulars.
- ICAO – Pans-Ops 8168.
- TM-CAD Information Notices

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APPENDIX 12 – CONTACT DETAILS

For any emails relating to examiner matters and licensing policy, instructor matters, licensing issues or designation of examiners for skill tests, applications to use aircraft for tests and informing TM-CAD for conducting proficiency checks and assessments of competence when required to do so please use the following email address:

cadpel.tm@transport.gov.mt

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APPENDIX 13 – THE EU GENERAL DATA PROTECTION REGULATION

Responsibilities of Examiners:

A16.1 The EU General Data Protection Regulation (GDPR) replaces the Data Protection Directives 95/46/EC.

A16.2 As an examiner carrying out skill tests, proficiency checks or assessments of competence on behalf of TM-CAD it is important that you understand the provisions of the Regulation and safeguard personal data that you collect during testing accordingly. Central to the Regulation are the 6 principles of data protection:

A16.3 Personal data shall be:

- d) Processed lawfully, fairly and in a transparent manner in relation to individuals;
- e) Collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes;
- f) Adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed;
- g) Accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay;
- h) Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals; and
- i) Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.
- j) Not be transferred to a country or territory outside the European Economic Area (EEA), unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects.
- k) Applying these principles to the official records that you keep after flight events, i.e. the appropriate TM-CAD forms or examiner records, these records must be:
 - (i) Not used for any other purpose than as test records.
 - (ii) Kept for only as long as necessary. You should keep records for 5 years and then destroy them. ATO's and AOC's must retain data for 3 years.
 - (iii) Not disclosed to any unauthorised person. Disclosure should be limited to the test subject, CFI, HT, new examiner and appropriately authorised members of TM-CAD.
 - (iv) Kept securely – i.e. in a locked cabinet or drawer.
 - (v) Not transferred outside the EEA (e.g. to the USA, New Zealand or South Africa) without the permission in writing of the data subject. If you are examining outside the EEA then you should maintain normal personal records but should not allow these records (apart from flight details and the test result itself) to form any part of the official records of the organisations for which you are working or at which the applicant is a student.

A16.4 Data Breaches

Any loss of information or equipment containing personal data handled and/or processed on behalf of TM-CAD, including by TM-CAD employees, agency staff and contractors, no matter how small, must be reported to the External Response Team immediately so that any potential risk can be mitigated. Unauthorised access to personal data is also considered as a data breach. Anyone discovering or suspecting a breach

CIVIL AVIATION DIRECTORATE

Civil Aviation Directorate, Transport Malta, Pantar Road, Hal Lija LJA 9023 Malta. Tel: +356 2555 5000 cadpel.tm@transport.gov.mt www.transport.gov.mt

(loss of personal data, theft, wrongful disclosure or unauthorised access) in relation to personal information handled by or on behalf of TM-CAD must report the incident to the ERT immediately.

A16.5 It should be noted that examiners might have to produce any of their records under the Freedom of Information Act 2000.

A17 All TM-CAD forms include the data protection details.

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