

31 Flight Instructor Rating

The aim of this flight test is for the applicant to demonstrate competency in the knowledge, skills and attitudes as required in Schedule 5 of the Part 61 MOS for the grant of the flight instructor rating (FIR).

31.1 Examiner requirements

The following examiner requirements are applicable to the conduct of the FIR flight test:

1. The examiner must conduct the FIR flight test in accordance with clauses 1 to 3 of Schedule 5 of the Part 61 MOS.
2. The examiner must conduct the FIR flight test within the operational scope and conditions described in clause 4 of Schedule 5 of the Part 61 MOS.
3. The examiner must ensure that the ground component of the flight test is successfully completed before conducting the pre-flight briefing and flight component of the flight test.
4. The examiner must not introduce or permit simultaneous, multiple and unrelated simulated emergencies or abnormal events during the flight. Emergencies and abnormal situations relating to aircraft systems, powerplants and the airframe must be limited to those described in the AFM.
5. After a simulated failure, the examiner must ensure the aircraft is reconfigured to a normal operating mode before another simulated failure may be introduced, except where the simulated failures are linked. The safety of the aircraft should never be in doubt when simulating emergencies or failures.
6. The examiner must give the pre-flight briefing sequence on the day of the flight test.
7. The examiner must not give credits for any items of the ground component of the flight test if that component of the flight test is terminated due to failure of an item.
8. The examiner must terminate the flight test at the point where a fail assessment is made. This applies to either the ground or the flight components. If the flight component error is safety critical, no credits are to be given.
9. The examiner must complete and de-brief the ground component of the flight test prior to the commencement of the flight component of the flight test. The flight component includes the pre-flight briefing
10. Where credits are available for flight test items, they are valid for 28 days only. After 28 days, the flight test must be conducted in full.

31.2 Plan

31.2.1 Testing methodology

The examiner should apply the flight test methodology described in FEH chapter 3, Adult education and competency-based assessment and FEH chapter 4, Assessment of human factors and non-technical skills.

The flight test should be designed such that all required components can be assessed in a logical sequence. Where one or more mandatory units or elements are unable to be assessed for any reason, the flight test cannot be completed.

The examiner must ensure the applicant is given adequate notice of the intended task to allow for unhurried preparation and planning (simulating a training flight). The applicant should be given the test scenario at least 48 hours before the start of the flight test. However, long briefing and pre-flight briefing topics are sometimes given on the day of the test (refer training endorsement test requirements)

It is recommended that the examiner plans for briefing times of approximately:

- 0.7 hour for each long briefing
- 0.2 hour for a pre-flight briefing.

It is recommended that the examiner plans an **airborne** time of approximately:

- 1.5 hours for the general handling and test specific manoeuvres.

Use of IFR procedures (FIR conducted VFR)

If IFR procedures are used for a positioning flight, this part of the flight should not form part of the flight test or be taken into account in the flight test flight time. A landing and shutdown should terminate the IFR flight segment before commencing the FIR assessment flight sequences.

The FIR flight test should be concluded by a landing and shutdown in VFR conditions before commencing the IFR return positioning flight.

Only the flight time associated with the FIR flight test should be considered as the flight time for the flight test.

31.2.2 FIR assessment scope and conditions

The FIR flight test must be conducted in VMC under the VFR or IFR, as applicable, and in an aircraft or an FSTD approved for the purpose, in accordance with subregulations 61.1185(2)(3), regulation 61.1245 and subregulations 61.1250(2)(3) of CASR.

The aircraft and FSTD used for the FIR flight test must be of the appropriate category and be capable of being operated for the kind of operations relevant to the training endorsements covered by the flight test.

For testing in a FSTD, the examiner must be type rated so as to assess the applicant demonstrating knowledge, conducting aeronautical knowledge training and the conduct of activities and manoeuvres which are applicable to, or which are relevant to, the endorsements that are being assessed during the flight test.

The activities and manoeuvres, listed in FEH 31.4.4 table 34 below, mirror the FIR test form and FTM items. They are a paraphrase of the Part 61 MOS Schedule 5 for the FIR flight test.

These activities and manoeuvres, described in clause 3 of Schedule 5 of the Part 61 MOS and the FIR test form, must be assessed against a representative sample of the performance criteria applicable to the Element being assessed, taking into account the relevant competency standards prescribed in Schedule 2 of the MOS.

FIR flight tolerances and ground reference tolerances are specified in Tables 2, 4 and 7 of Schedule 8 of the MOS. Sustained deviation outside the applicable flight tolerance is not permitted.

The FIR applicant should demonstrate that control of the aircraft or procedure is maintained at all times, that the successful and safe outcome of any manoeuvre is not in doubt and that any corrective action is taken promptly.

To assist in the assessment of the FIR applicant's flight management ability, the applicant should decide positioning, height and orientation for all flight sequences and manage all relevant radio communications.

A competent performance in operating the aircraft is one in which the FIR applicant is in control of the aircraft and is able to manage unplanned situations to achieve the desired task outcome.

Additionally, FIR applicants should demonstrate efficient and effective decision making, continuous situational awareness and confident task management whilst maintaining positive and smooth aircraft control.

For ME aircraft, a simulated engine failure after take-off must not be initiated at a height less than 400ft AGL.

For ME aircraft, simulated engine failures after take-off, in the cruise or during instrument approach procedures must be conducted by day in VMC.

Recoveries from unusual attitudes must be conducted by day in VMC.

For the above procedures, the concept is that IMC is simulated, and the applicant has a clear view of the horizon.

Training endorsement test requirements

Grade 1

- Long briefing 1: nominated on the day of the test, an RPL, PPL or CPL syllabus sequence.
- Long briefing 2: nominated in advance to allow for research and preparation, any subject involving flying standards or aviation knowledge as described in Part 61 MOS Schedule 3, relevant to the licence and aircraft category held by the FIR applicant.
- Aircraft: a representative basic training aircraft.
- Flight conditions: by day under the VFR.

Grade 2

- Long briefing: nominated on the day of the test, an RPL, PPL or CPL syllabus sequence.
- Aircraft: a representative basic training aircraft.
- Flight conditions: by day under the VFR.

Grade 3 or class rating

- Long briefing: nominated on the day of the test, an RPL syllabus sequence.
- Aircraft: a representative basic training aircraft.
- Flight conditions: by day under the VFR.

Multi-crew pilot

- Long briefing 1: an IR syllabus sequence.
- Long briefing 2: an MCO syllabus sequence.
- Aircraft/FSTD: a representative air transport aircraft.

Type rating

- Long briefing 1: a sequence associated with theory or technical training on the aircraft type.
- Long briefing 2: a sequence associated with an aerodynamic aspect of the aircraft type.
- Aircraft/FSTD: the type proposed.

Multi engine aeroplane

- Long briefing 1: an MEA syllabus sequence.
- Long briefing 2: the 'asymmetric control problem'.
- Aircraft: a representative MEA training aircraft.
- Flight conditions: by day under the VFR.

Design feature endorsement

- Long briefing: a DF syllabus sequence.
- Aircraft: an aircraft that has the DF described in the pre-flight briefing.
- Flight conditions: by day under the VFR.

Instrument rating

- Long briefing 1: an IR syllabus sequence.
- Long briefing 2: a second IR syllabus sequence.
- Aircraft: certified to IFR standard on the maintenance release.
- Flight conditions: under the IFR.

Night VFR rating

- Long briefing: a NVFR syllabus sequence.
- Aircraft: certified to NVFR standard on the maintenance release.
- Flight conditions: by night under the VFR.

Night vision imaging system rating

- Long briefing 1: an NVIS syllabus sequence.
- Long briefing 2: a second NVIS syllabus sequence.
- Aircraft: certified to NVFR or IFR standard on the Maintenance Release and equipped for NVG operations.
- Flight conditions: by night.

Low Level Rating

- Long briefing: a LL syllabus sequence.
- Aircraft: a representative LL operations aircraft.
- Flight conditions: by day under the VFR.

Aerial application rating (day)

- Long briefing 1: an AA (day) syllabus sequence.
- Long briefing 2: a second AA (day) syllabus sequence (not required if applicant holds the FIR).
- Aircraft: a representative AA operations aircraft with dual controls.
- Flight conditions: by day under the VFR.

Aerial application rating (night)

- Long briefing: an AA (night) syllabus sequence.
- Aircraft: a representative AA operations aircraft with dual controls.
- Flight conditions: by night under the VFR.

Instructor rating

- Long briefing: a sequence associated with the 'principles of training' for a training endorsement held by the applicant.
- Aircraft: a representative training aircraft used for one of the applicant's existing training endorsements.

MEA class rating instructor

- Long briefing 1: a sequence associated with the 'principles of training' of MEA instructors.
- Long briefing 2: the 'asymmetric control problem'.
- Aircraft: a representative MEA training aircraft.
- Flight conditions: by day under the VFR.

Sling operations, winch and rappelling operations or spinning or aerobatics

- Long briefing: an applicable operation syllabus sequence.
- Aircraft: equipped and approved to undertake the applicable operation.
- Flight conditions: by day under the VFR.

Formation or formation aerobatics

- Long briefing: an applicable formation syllabus sequence.
- Aircraft: the applicant must provide 2 aircraft approved to undertake the operation(s) described in the pre-flight briefing. The second aircraft must be flown by a pilot who is the holder of the

applicable formation flight activity endorsement. The pre-flight briefing must include all pilots within the formation.

- Flight conditions: by day under the VFR.

31.3 Conduct (ground component)

31.3.1 Initial brief to applicant

In accordance with FEH chapter 3, Adult education and competency-based assessment; the examiner must begin the flight test with a brief to the applicant on the following items:

- flight test context, purpose and content
- assessment procedure
- function of the examiner
- standards against which competency will be assessed
- actions in the event of a failure assessment
- the 'trainee' profile for the flight test scenario.

The applicant should be encouraged to ask for clarification should they become uncertain on any of the flight test elements.

31.3.2 Document review

The examiner must confirm that an applicant for the FIR satisfies the eligibility requirements to undertake the flight test for the grant of the flight instructor rating. To achieve this, the CASR subregulation 61.235(4) certification, training records, logbook, licence and medical certificate must be checked. Ideally, these documents should be presented to the examiner prior to the commencement of the flight test.

Licence – the applicant for the FIR must hold a PPL, CPL or ATPL (or be applying for the licence simultaneously with the FIR) of the same category as the aircraft in which the flight test is conducted.

Aeronautical knowledge examinations – the examiner must review the applicant's theory examination pass records.

The applicant must also have completed an approved course of training in principles and methods of instruction, or hold a Certificate IV in Training and Assessment, or hold a tertiary qualification in teaching.

Knowledge deficiency report (KDR) – the examiner must ascertain whether the training provider has completed the KDR requirements. It is strongly recommended that the KDR assessment be conducted by an instructor before the flight test.

If the KDR has not been completed, the examiner must complete this before the flight component. Where the examiner conducts the KDR assessment, this should be on the first day of flight test.

Flight training requirements – the examiner must review the applicant's pilot training records to ensure that the training requirements have been met. Normal evidence should at least be a course completion certificate.

FIR applicants for the multi-crew pilot training endorsement must have completed an MCC course.

Aeronautical experience – the examiner must review the applicant's pilot logbook to ensure that the minimum aeronautical experience requirements have been met.

English language proficiency – N/A.

Eligibility certification – the examiner must ensure that an appropriate person of the training provider has certified in writing that the applicant is eligible to take the flight test.

Medical certificate – for flight tests conducted in an aircraft, the examiner must check that the applicant holds a medical certificate or a medical exemption allowing them to exercise the privileges of the licence and rating. (Refer to FEH 2.9 table 1 for a summary of medical requirements.)

Security check and fit and proper person requirements – N/A.

If the flight test is a retest following a failed assessment – the examiner must review the applicant's training records for evidence that appropriate remedial training has been successfully carried out with the applicant.

31.3.3 Assessment of knowledge requirements

Questions for the oral knowledge assessment must be in accordance with the knowledge requirements topics listed in clause 2 of Schedule 5 of the Part 61 MOS.

The examiner should use a developed set of scenario-based questions for the listed topics to achieve effective assessment of the applicant's working knowledge and reasoning ability. It should be a structured conversation to a logical conclusion, starting broad and funnelling down, rather than simple factual recall. (Refer to FEH 3.2.5 to 3.2.7 for appropriate questioning techniques and methods of enquiry.)

Conducting the aeronautical knowledge quiz

The examiner should include questions from the knowledge standards defined in Schedule 3 of the Part 61 MOS, relating to the training endorsement being tested. The assessment of aeronautical knowledge is related to the applicant's 'own knowledge', not an ability to transfer knowledge, therefore, the examiner should not require 'teaching' during this assessment.

Where they are relevant, the bank of questions should cover multiple 'themes' of knowledge, such as:

- general aeronautical knowledge
- aerodynamics
- flight rules and air law
- human factors principles
- navigation
- meteorology.

It is recommended the examiner allows 45 to 60 minutes for the knowledge requirements.

31.3.4 The long briefing

The flight test should include a long briefing(s) as prescribed for the specific training endorsement to satisfy the test report. Prior notice of the briefing topic should be given to the applicant prior to the day of the flight test, unless the specific requirements state 'this is to be given on the day of the test'.

During the long briefing, the examiner should not interrupt the applicant to explore their theoretical knowledge; rather, any occasional interjection should be as the 'trainee' reacting to the briefing content and delivery. The examiner may query the applicant upon conclusion of the briefing.

31.3.5 Ground component debriefing

At the conclusion of the ground component, the examiner shall de-brief the FIR applicant on that portion of the flight test so far. The debriefing shall include feedback against the specific performance criteria.

31.3.6 Assessment of flight planning

As part of the flight test, the applicant must complete or demonstrate knowledge of (if computer generated):

- flight plan

- fuel plan
- flight notification (if applicable)
- weight and balance calculation
- take-off and landing distance/performance calculation.

When reviewing the applicant's flight preparation documents, the examiner must be satisfied that the applicant is able to validate the data on which the planning decisions and calculations have been made (including, forecast weather, NOTAMs, aircraft data, chart validity).

The examiner must ensure, through considered questioning, that the preparation is solely the work of the applicant and meets the knowledge standards as applicable.

31.4 Conduct (flight component)

31.4.1 Assessment of the applicant's performance

When assessing the competency standards for the activities and manoeuvres in this chapter and on the flight test form, the examiner should consider both the technique used to execute the activity or manoeuvre and that tolerances are maintained within required parameters.

The relevant performance criteria for each element frequently use the terms: technique, smoothness, accuracy, judgement, procedures, knowledge, and flight management.

The following explanations are provided to assist the examiner in assessing the flight component:

- **Technique** – is the method by which a task is performed. There may be more than one acceptable technique and the examiner should be mindful of this in their assessment. Technique should, however, always involve the application of smooth, coordinated and accurate control inputs. Adjusting power, attitude and trim should be in a timely and coordinated fashion whilst following correct procedures
- **Smoothness** – is the ability to skilfully make the appropriate rate of adjustment to power and attitude during a manoeuvre. The applicant should demonstrate smooth flying in all sequences
- **Accuracy** – is the ability to control height, airspeed, heading, balance and trim within the required MOS flight tolerances. Sustained errors outside the MOS flight tolerances in any of these aspects should result in a fail assessment
- **Judgement** – is applicable to all tasks but is of importance with respect to the effect of environmental conditions such as cloud, visibility, wind and turbulence. It may be that on some occasions the flight conditions are such that even though the applicant's technique is sound, the aircraft may deviate outside specified tolerances for short periods. In such cases the assessment of technique, smoothness, accuracy and judgment should be the determining factors
- **Procedures** – the applicant should demonstrate awareness and practical application of nominated standard operating procedures and checklist discipline throughout the flight test. In many circumstances, the adherence to SOP's may be the reason a committed error has been corrected in a timely manner
- **Knowledge** – during the flight test the applicant's underpinning knowledge may be further tested. For example, during the management of an aircraft system failure, it may become apparent that there is a lack of knowledge of that system
- **Flight management** – the applicant should demonstrate satisfactory proficiency in aircraft and flight management systems, situational awareness, threat and error management and decision-making during the flight.

Assessment should be based on the technique used by the applicant and not just the ability to perform the task within specified numerical tolerances.

Applicants should not be given a second opportunity to demonstrate a manoeuvre unless, in the opinion of the examiner, the circumstances causing failure of the first attempt were outside the control of the applicant in the test environment or the applicant recognised the error and self-managed corrective

actions. This should be considered when the examiner is observing an error or errors which may have the potential to become safety critical, providing the applicant is demonstrating non-technical skills and threat and error management appropriately before the examiner is required to intervene.

31.4.2 Pre-flight briefing

In accordance with FEH chapter 3, Adult education and competency-based assessment; the examiner must brief the applicant on:

- the scenario applied to the test environment (e.g. simulated training flight)
- the trainee profile
- the format of the flight component to ensure that the FIR applicant is in no doubt about what is required
- requirement to de-brief the 'trainee' on air exercise one
- pilot in command, including traffic separation roles and responsibilities
- transfer of control
- flight tolerances and ground references
- simulating emergencies, methods and calls
- actual emergencies
- procedures for simulating IMC (if applicable)
- multiple flights and the assessment of competencies (if applicable).

The applicant should be encouraged to ask for clarification should they be uncertain about any of the briefed items.

31.4.3 Instructor development gradient

The instructor development gradient (IDG) demonstrates the progressive skills capability required, as a flight instructor gains experience and hence transitions through the grades of training endorsements. In particular, the IDG shows 5 key criteria, where the skill requirements (between the grades of instructor training endorsements) are clearly distinguishable. The word picture scenarios provide guidance to an examiner, by describing how the verb phrase from those performance criteria changes in the depth of capability. The table below provides guidance that an examiner may use when developing the trainee profile for a given grade of training endorsement.

Table 42. Instructor development gradient

FIR element	Grade 3/3A	Grade 2	Grade 1
FIR 1.2(d) Lesson plan is followed and modified where applicable to achieve training objectives and transfer of knowledge.	Is able to explain a concept with minor modifications.	Is able to use an analogy to explain a concept.	Is able to use an analogy to explain a concept which is relevant to the trainee's profile.

FIR element	Grade 3/3A	Grade 2	Grade 1
FIR 3.1(a) Review a trainee's performance records, identify the appropriate units and elements of training to be delivered and develop an appropriate lesson plan, including remedial training if required.	Is able to identify a trainee's weakness and apply a remedial training technique.	Is able to identify trainee's weaknesses and apply several remedial training techniques.	Is able to identify trainee's weaknesses and apply multiple remedial training techniques, specifically tailored to remedy faults identified.
FIR 3.3(a) Coordinate demonstration with explanation of manoeuvre.	The accurate demonstration, the aircraft performance and the key words, are coordinated.	The accurate demonstration is targeted to emphasise key elements of the correct technique.	The accurate demonstration is targeted to emphasise key elements of the correct technique. The specific needs of the trainee are considered.
FIR 3.3(c) Identify the trainee's deficiencies and provide feedback to assist the trainee in achieving the standard.	The feedback identifies deviations from the required standards and the instructor directs, or demonstrates another attempt.	The feedback describes general technique improvement for the next attempt.	The feedback describes, very specifically, the action that is required to improve the deficiency.
FIR 3.5(c) Identify any deficiencies in performance and suggest remedial actions and training.	The training suggested is simple, such as repeating a sequence with basic guidance.	The training suggested incorporates appropriate corrections for the performance deficiencies.	The training suggested is tailored to the root cause of the deficiency.
FIR 3.7(b) and (c) Evaluate final session outcomes against desired session outcomes and identify and incorporate adjustments to delivery, presentation and content of training when appropriate.	The Grade 3/3A is able to manage the training of the average trainee and approve the conduct of solo flight, other than the trainee's first solo.	The Grade 2 is able to manage the training of most trainees, approve the conduct of solo flight and assess KDRs.	The Grade 1 is able to manage the training for all trainee pilots, including those with difficulties, approve the conduct of solo flight, assess KDRs and supervise holders of Grade 2 and 3 TEs.

31.4.4 Assessment of activities and manoeuvres

An examiner must comply with the requirements and take into account the recommendations described below when planning and conducting the **FIR** flight test. Where there are no specific recommendations, 'NSR' is listed in the table against the unit or element.

Table 43. Assessment of activities and manoeuvres - FIR

Phase of flight	Requirements	Recommendations
Pre-flight	(a) Plan a flight training exercise	The applicant should conduct a daily inspection which will be assessed by the examiner as a segment of planning flight training. This does not have to be the daily inspection used for maintenance release certification.
	(b) Perform pre-flight actions and procedures	NSR

Phase of flight	Requirements	Recommendations
	(c)(i) Pre-flight brief - Confirm the trainee is prepared and can recall underpinning knowledge	The pre-flight briefing sequence should be the same sequence as the air exercise one. The applicant should check essential knowledge is 'recalled', as related to the practical aspects of flight (i.e. not unnecessarily re-teaching the long briefing theory).
	(c)(ii) Pre-flight brief - training outcomes and performance criteria are briefed	The applicant should question the examiner on the expected standards to be demonstrated.
	(c)(iii) Pre-flight brief - conduct of the flight and actions required by the trainee during the flight are briefed	The applicant should ensure the trainee is made aware of what will be seen and done during the flight.
	(c)(iv) Pre-flight brief - TEM issues applicable to the proposed flight are discussed	The applicant should question the examiner on expected TEM risks relevant to the flight.
Ground operations, take-off, departure and climb	(a) Complete all relevant checks and procedures	Should be conducted by the applicant to demonstrate flying ability.
	(b) Plan, brief and conduct take-off and departure procedures	Should be conducted by the applicant to demonstrate flying ability.
En route cruise	(a) Maintain straight and level and turn aircraft	Should be conducted by the applicant to demonstrate flying ability.
	(a) Implement handover and takeover procedure	NSR
	(b) Intervene to manage undesired aircraft state	When the undesired state is initiated by the examiner.
Test specific activities and manoeuvres	(c)(i) Air Ex 1 - Conduct airborne training - demonstrate manoeuvres with clear explanations	When conducting the air exercises, examiners should ensure the flight time reflects a thorough assessment of the units and elements of the training endorsement. This duration should not include any transit time to assessment training areas. Air exercise 1 should: <ul style="list-style-type: none"> be the same as the pre-flight briefing sequence if applicable, be different from the long briefing sequence so that the examiner has the opportunity to review skills associated with a greater scope of instructional sequences.
	(c)(ii) Air Ex 1 - Conduct airborne training - direct trainee task performance	The applicant should direct a period of simulated in-flight instruction.
	(c)(iii) Air Ex 1 - Conduct airborne training - monitor and assess trainee performance and give instruction	The applicant should be able to assess and provide remedial training following any poor flight demonstration by the examiner.

Phase of flight	Requirements	Recommendations
	(d)(i) Air Ex 2 - Demonstrate manoeuvres - manage PIC responsibilities	Air exercise 2 should include: <ul style="list-style-type: none"> a demonstration and handling of in-flight emergencies additional patterned sequences as relevant to the training endorsement narrated sequences with no simulated trainee response fault analysis of simulated trainee flying a demonstration of pure flying ability.
	(d)(ii) Air Ex 2 - Demonstrate manoeuvres - demonstrate and direct manoeuvres with clear explanations	The applicant must demonstrate a high standard in each of the manoeuvres requested by the examiner.
	(d)(iii) Air Ex 2 - Demonstrate manoeuvres - monitor and assess trainee performance and give instruction	The applicant should be able to assess and provide remedial training following any poor flight demonstration by the examiner.
	(e)(i) For multi-crew pilot training endorsement - teamwork and problem solving are emphasised	NSR
	(e)(ii) For multi-crew pilot training endorsement - NTS rather than manipulative skills are emphasised	NSR
	(e)(iii) For multi-crew pilot training endorsement - SOPs, cockpit discipline and use of automation	NSR
Descent and arrival	(a) Plan and conduct arrival and circuit joining procedures	Should be conducted by the applicant to demonstrate flying ability.
Circuit, approach and landing	(a) Conduct normal circuit pattern, approach and landing	Should be conducted by the applicant to demonstrate flying ability.
	(b) Perform after-landing actions and procedures	Should be conducted by the applicant to demonstrate flying ability.
Shut down and post-flight	(a)&(b) Park, shut down, secure aircraft and complete post-flight administration	Should be conducted by the applicant to demonstrate flying ability.
	(c)(i) Post-flight brief - trainee is given the opportunity to self-assess their performance against performance criteria	On conclusion of the flight, the FIR applicant shall debrief the examiner on air exercise one as they would debrief a real trainee following an instructional flight.

Phase of flight	Requirements	Recommendations
	(c)(ii) Post-flight brief - trainee's performance is assessed accurately and discussed	Each of the examiner's acceptable 'trainee demonstrations' must be de-briefed.
	(c)(iii) Post-flight brief - performance deficiencies are identified, and remedial actions and proposed training is discussed	Each of the examiner's unacceptable 'trainee demonstrations' must be de-briefed.
	(c)(iv) Post-flight brief - TEM issues encountered during the flight are discussed	As created and demonstrated by the examiner during the flight component.
General requirements	(a) Maintain effective lookout	In most flight tests, the assessment of emergency and non-normal events will provide sufficient evidence of the NTS competencies. The examiner should provide, where possible, applicable operational environment scenarios to support these events. The examiner should request a copy of company SOPs to ensure familiarity with standard briefs, work-cycles and procedural techniques.
	(b) Maintain situational awareness	
	(c) Assess situations and make decisions	
	(d) Set priorities and manage tasks	
	(e) Maintain effective communications and interpersonal relationships	
	(f) Recognise and manage threats	
	(g) Recognise and manage errors	
	(h) Recognise and manage undesired aircraft state	
	(i) Use correct radio procedures	NSR
	(j) Manage relevant aircraft systems	NSR
	(k) Manage fuel system and monitor fuel plan and usage	NSR

31.4.5 Failure assessment

The failure to perform a manoeuvre or procedure may be broken into 2 levels depending on the safety implications during the flight test. Both levels result in a fail assessment.

Safety-critical items

The highest level, being safety critical, is where the control of the aircraft is such that the safe outcome of the manoeuvre or procedure is in doubt and the examiner has to take control (physically or by direction).

Examples of safety-critical failure items include, **but are not limited to**:

- failure to complete checklist items mandated by the AFM
- failure to correctly prepare the aircraft for flight
- failure to comply with ATC clearances and airspace requirements

- failure to operate the aircraft within the limitations of the AFM
- failure to maintain required flight visibility and cloud separation during a visual segment
- failure to maintain required terrain clearance
- failure to comply with minimum descent altitudes
- failure to maintain minimum traffic separation standards
- failure to comply with the hand-over/take-over technique (not applicable to single pilot authorisations)
- failure to safely and consistently apply the elements of NTS1 and NTS2.

If the error is safety critical and the examiner needs to take control or intervene, the flight test must be terminated immediately. For the FIR, no credits are to be given.

Non safety-critical items

The second level is where the control of the aircraft is such that the safe outcome of the manoeuvre or procedure is certain, but the flight tolerances have been exceeded or the technique is unsatisfactory.

The examiner has the discretion to enable the applicant to demonstrate TEM to avoid the situation where the error becomes safety critical.

The examiner must terminate the flight test at the point where a fail assessment is made. This applies to either the ground or the flight components.

Credits are only valid for one retest.

31.5 Complete (post flight)

31.5.1 Debriefings

The examiner must debrief the applicant and the training provider as soon as practicable after the conclusion of the flight component.

In the event of a fail assessment, in addition to the verbal debriefing, the examiner should ensure sufficient detail is entered into the applicant's training records to allow the training provider to construct a remedial training program. CASR 61.385 implications should also be discussed with the applicant.

31.5.2 Flight test administration

At the conclusion of the flight test, the examiner must:

- within 14 days after the day of the test, complete the flight test report and provide a copy of the report to the applicant, training provider and CASA
- within 14 days after the day of the test, complete the flight test management system notification requirements.

All items on the test form must be marked to indicate the assessment, with either ✓ (pass), X (fail), N (not tested) or TR (training records).

Licence entries made by the examiner (if applicable) must be in accordance with the Flight Crew Licensing Manual.