

This document is intended as a reference for senior examiners (SEN); to explain the administrative procedures required to undertake an assessments of competence (AoC) for Examiners in a standardised procedure. Nothing in this document is intended to conflict with the EASA Aircrew Regulation or Austrian law where applicable.

The qualification of Senior Examiner (SEN) derives from FCL.1020 in Regulation for Civil Aircrew Annex 1 (also known as Part-FCL). This states that “Applicants for an examiner certificate shall demonstrate their competence to an inspector from the competent authority or a senior examiner specifically authorised to do so ...”. This establishes the need for the standardisation of Inspectors and Senior Examiners. Since Senior Examiners are an integral part of this process, it follows that they are required to maintain high professional standards themselves.

A SEN shall hold an examiner certificate detailing the privileges that may be exercised as specified in the paragraphs that follow.

PREREQUISITES FOR SENIOR EXAMINERS

AMC1 FCL.1020; FCL.1025

Senior Examiners:

- shall have a minimum of 6 years of experience or have conducted at least 50 Skill Tests, Proficiency Checks or Assessments of Competence as Examiner.
- shall be respected within the aviation community.
- shall have comparable qualifications to a Flight Inspector.
- shall have close co-operation with the respective ACG Flight Inspector, which is based on mutual trust and respect.
- shall not normally hold a management or Postholder function to avoid conflict of interests.
- shall be in a position to have the necessary time available to fulfil the tasks.
- shall be loyal to the task and towards ACG.

Examiners and especially Senior Examiners have a vital role in the regulation of flight standards and promotion of Flight Safety by conducting flight tests and/or ground examinations for ratings and licences. It is essential that examiners have the trust and respect of ACG, the applicants for tests and the aviation community in general.

NOMINATION OF SENIOR EXAMINERS

Nomination of Senior Examiners shall be done according to the needs of ACG.

TRAINING OF SENIOR EXAMINERS

After successful application,

- an initial standardization is to be conducted.
- Austro Control reserves the right to additionally carry out an Assessment of Competence with an inspector from the authority.

TASKS OF SENIOR EXAMINERS

Senior Examiners

- shall act as the point of contact for Examiners.

- shall supervise and assess Examiners.

Senior Examiners will be responsible for the following:


- Developing and promoting consistent, and where applicable, cross-fleet standards
- Ensuring the involvement of the Examiners in maintaining standards
- Raising the standards of awareness and performance of the flight crew
- Ensuring that any test/check is efficient and complies with legal requirements

EXAMINER AoC FOR REVALIDATION

One of the skill tests, proficiency checks or assessments of competence completed during the last year of the validity period shall have been assessed by an inspector from the competent authority or by a senior examiner specifically authorised to do so by the competent authority responsible for the examiner's certificate.

A Senior Examiner conducting examiner Assessments of Competence shall hold the same rating, instructor and examiner privileges as the Examiners being supervised. This is not applicable for ACG Licensing Inspectors.

LICENSING REQUIREMENTS FOR EXAMINERS

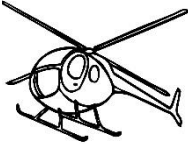
	<ul style="list-style-type: none"> ➤ Skill Tests and Proficiency Checks for SPA Pilots shall be carried out by a SPA Examiner on the aeroplane. ➤ The SPA Examiner shall sit on the right-hand Pilot seat (or, on the seat equipped with controls and not normally occupied by the Pilot). ➤ As the SPA Examiner is the PIC of the flight, he shall hold the required (valid) rating 			
	AUTHORISATION	FLIGHT EXP.	INSTRUCTOR EXP.	
	FE LAPL	500 h	100 h FI	
	FE PPL	1000 h	250 h FI	
	FE CPL	2000 h	250 h FI	
	FIE	2000 h	100 h FII	
	CRE PROF CK IR	500 h 1500 h / 450 h IFR		CPL(A), MPL(A), ATPL(A) with SE privileges; or have held it and hold a PPL(A) CRI cert
	TRE SPA	500 h min 200 PIC	50 h flight instruction on type as TRI	TRI on type
	IRE	2000 h min 450 h IR	250 h IRI	
	TRE SPA additional types	100 h on type as PIC	Or 50 h as TRI on type	AoC
	CRE additional classes or types	50 h on type/class as PIC	Or 20 h as CRI on type	
REVALIDATION: SPA Examiners are assessed and periodically supervised by ACG-Inspectors or designated Senior Examiners.				




- MPA Skill Tests and Proficiency Checks shall be carried out by an MPA Examiner.
- Examiners must have a valid Examiner Authorisation for the relevant type.
- Skill Tests, Proficiency Checks and Assessments of Competence shall be carried out in a simulator, if an approved simulator is available.
- The crew composition shall be as follows:
 - Two Pilots are at the controls
 - Both Pilots have the required type rating ('current' or expired), or have completed the respective type training course.
- Furthermore:
 - The TRE/SFE shall not normally be part of the crew.
 - The TRE/SFE is allowed to log instructor time.

AUTHORISATION	FLIGHT EXP.	INSTRUCTOR EXP.	
TRE	1500 h MPA min 500h PIC	50 h TRI on type	CPL or ATPL, TRI on type
SFE	1500 h MPA	50 h SFI on type	Hold or have held ATPL; SFI on type
Additional types			AoC

REVALIDATION: MPA Examiners are assessed and periodically supervised by ACG-Inspectors or designated Senior Examiners.

	<ul style="list-style-type: none"> ➤ Skill Tests and Proficiency Checks for SPH Pilots shall be carried out by an SPH Examiner on the helicopter. ➤ The SPH Examiner shall sit on the left-hand Pilot seat (or, on the seat equipped with controls and not normally occupied by the Pilot). ➤ As the SPH Examiner is the PIC of the flight, he shall hold the required valid rating. 			
	AUTHORISATION	FLIGHT EXP.	INSTRUCTOR EXP.	
	FE LAPL	500 h	150 h FI	
	FE PPL	1000 h	250 h FI	For SP ME: Holds CPL(H) or ATPL (H) an when applicable IR(H)
	FE CPL	2000 h	250 h FI	For SP ME: Holds CPL(H) or ATPL (H) an when applicable IR(H)
	FIE	2000 h	100 h FII	
	IRE	2000 h 300 h IR	200 h IRI	
	TRE SPH SE	750 h min 500 PIC	50 h flight in- struction on type or FSTD as TRI, FI or SFI	CPL(H)
	TRE SPH ME	1000 h min 500 PIC	50 h flight in- struction on type or FSTD as TRI, FI or SFI	CPL(H) or ATPL(H)
	<p>REVALIDATION: SPH Examiners are assessed and periodically supervised by ACG-Inspectors or designated Senior Examiners.</p>			

	<ul style="list-style-type: none"> ➤ MPH Skill Tests and Proficiency Checks shall be carried out by an MPH Examiner. ➤ Examiners must have a valid Examiner Authorisation for the relevant type. ➤ Skill Tests, Proficiency Checks and Assessments of Competence shall be carried out in a simulator, if an approved simulator is available. ➤ The crew composition shall be as follows: <ul style="list-style-type: none"> ○ Two Pilots are at the controls ○ Both Pilots have the required type rating (current or expired), or have completed the respective type training course ➤ Furthermore: <ul style="list-style-type: none"> ○ The TRE/SFE shall not normally be part of the crew. ○ The TRE/SFE is allowed to log instructor time. 			
	AUTHORISATION	FLIGHT EXP.	INSTRUCTOR EXP.	
	TRE	1500 h MPH min 500h PIC	50 h TRI, FI or SFI on type	CPL or ATPL, TRI on type
	SFE	1500 h MPA	50 h SFI on type	Hold or have held ATPL; SFI on type
	Additional types			AoC
<p>REVALIDATION: MPH Examiners are assessed and periodically supervised by ACG-Inspectors or designated Senior Examiners.</p>				

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

REVALIDATION OF EXAMINER AUTHORISATION

For the revalidation of an Examiner Authorisation, 3 conditions shall be fulfilled:

1. Conducted at least 6 Skill tests, Proficiency Checks or Assessments of Competence within 3 years of validity;
2. Attended an examiner refresher seminar provided by ACG, during the last year of the validity period.
3. One of the Skill Tests, Proficiency Checks or Assessments of Competence completed during the last year of the validity period shall have been assessed by a Senior Examiner or an inspector from the competent authority specifically authorised to do so.

RENEWAL OF EXAMINER AUTHORISATION

1. Participation in an Examiner Initial or Refresher Course.
2. Conduct of an Examiner Assessment of Competence with a Senior Examiner or an Inspector specifically authorised to do so.

Nevertheless, following questions should be clarified:

- Why did the Examiner Authorisation expire?
- Which of the revalidation criteria was not fulfilled?
- Is there a need to revalidate the expired Authorisation?

WITHDRAWAL/REVOCAION OF EXAMINER AUTHORISATION

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

1. Interview.
2. Formal Warning.
3. Requirement for retraining and/or retesting of examiner skills.
4. Suspension of Examiner Authorisation.
5. Revocation of Examiner Authorisation.

The authorisation may be limited, suspended or revoked at any time by ACG in, but not limited to, cases where the holder:

- requests termination or limitation of the authorisation
- no longer meets the requirements
- severely or repeatedly violates rules or instructions
- gives rise to doubts about his integrity
- gives rise to doubts about his ability to conduct checks in a safe and orderly manner

The withdrawal or revocation of an authorisation may be with immediate effect, if there is an imminent safety risk.

ASSESSMENT OF COMPETENCE (AoC)

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.

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

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

TEMPLATE FOR FE/CRE AoC

Prior to the test/check

- Arrive in good time, so as to be able to brief the FE/CRE away from the candidate. Brief the purpose and format of the check, explaining that the FE/CRE can expect an oral check of his knowledge or rules and regulations pertaining to his FE/CRE authorisation.
- Confirm details of the planned test/check including aircraft specifics. Ensure that the candidate is representative, properly constituted and the check being observed is suitable.
- The Senior Examiner's principal interest is the performance of the FE/CRE, who will have to demonstrate competence as an examiner of both the technical and non-technical elements of the candidate(s) performance.
- Explain that on completion of the test/check the Senior Examiner and the FE/CRE will confer before the de-brief of the candidate (assessment summary). The FE/CRE must not announce any result prior consultation with the Senior Examiner
- Confirm the contents of the test or check to be observed and how it will be achieved.
- Check if there are any constraints of the day; e.g. time/sickness/weather/aircraft problems.
- Remind the FE/CRE that the briefing and de-briefing are to be directed to the candidate, not to the Senior Examiner. The Senior Examiner will emphasise that he will take no part in the conduct of the test/check-flow.
- The FE/CRE should be told to have no hesitation in informing the Senior Examiner if he is in the way at any time.
- Obtain copies of any plates/maps/charts and checklists being used.
- Check that a headset is available for the Senior Examiner.
- Explain that the Senior Examiner will need to check the FE/CRE's licence, and the candidate's licences after the FE/CRE has checked them.
- The whole test/check must be observed in order to assess the FE/CRE's management of time.
- Ask the FE/CRE for his record of tests.
- Ask the FE/CRE if he has any questions.
- Confirm that he/she has been adequately briefed.

Senior Examiner's Introduction to the candidate

- The Senior Examiner will explain that he needs to observe the FE/CRE in order to carry out the AoC. Reassure the candidate that the FE/CRE will conduct a normal test/check and make all decisions during the planned program without reference to the Senior Examiner, and he will be applying normal standards.
- Explain that on completion of the test/check the Senior Examiner will ask the FE/CRE to give the Senior Examiner a brief preview of his assessment prior to his de-briefing of the candidate – this is a normal aspect of the exercise to ensure common standards.
- Explain that the Senior Examiner will need to record some details from the candidates licenses after the FE/CRE has checked them.
- Once this has been done, the Senior Examiner should move to a position in the room where he is least obtrusive.

Conduct during the FE/CRE's briefing to the Crew

- Allow the FE/CRE to brief uninterrupted.
- Make sure that he is briefing the candidate not the Senior Examiner.
- Make notes on the points the Senior Examiners wishes to de-brief.
- If there are any major omissions or inaccuracies, ensure that these are covered before entering the aircraft.

Conduct of the Flight

- Observe that the FE/CRE checks the aircraft status and the technical log.
- During the test, the Senior Examiner will make every effort to be least obtrusive and ensure that his presence does not interfere with the FE/CRE's ability to carry out his duties. On no account should the Senior Examiner intervene in any way to change the flow of the test/check, the FE/CRE's management of the session or even to ask questions of any participant. He should make notes for confirmation of actions at the post session de-brief of the FE/CRE carried out prior to the candidate de-brief.
- The Senior Examiner will make notes on the performance of the candidate as if he were conducting the test/check, as well as making notes on the FE/CRE's performance. The Senior Examiner will monitor the content and conduct of the test/check and the use of aircraft systems/screens/procedures to create realistic training and checking.
- The FE/CRE should make effective use of the aircraft and time to create realistic training and checking. The FE/CRE's standard of radiotelephony simulation of the ATC environment and procedures should be assessed during simulated emergencies.

Post-flight procedures

- Immediately after exiting the aircraft, the candidate should be encouraged to retire to the briefing room or refreshment area. No indication of the test result should be given at this stage.
- The Senior Examiner should now ask the FE/CRE for a summary of his assessment. He must not rush the FE/CRE - but should allow him to review his notes and reach his conclusions before telling the Senior Examiner the result.
- If the assessment is substantially the same as that of the Senior Examiner, the FE/CRE should be asked to de-brief the crew.
- However, when the FE/CRE's assessment is significantly different from the Senior Examiner's, the result should be discussed and the standards explained to the FE/CRE. A FE/CRE will sometimes be overcritical because he is being observed. Providing the Senior Examiner is satisfied that correct standards will be applied, he may then allow the FE/CRE to carry out the de-briefing and, if all other aspects of the exercise are satisfactory, the FE/CRE AoC may be assessed as a pass.
- If the Senior Examiner is not satisfied that the FE/CRE has demonstrated the required standard in the conduct of the check or assessment, the Senior Examiner should de-brief the candidate and complete the paperwork.

FE/CRE's De-brief of the candidate

The Senior Examiner should:

- Note the format and structure of the de-briefing;
- Take account of fault analysis and training advice.

Effective analysis of CRM/SRM is a requirement for the revalidation of the FE/CRE's certificate. When the FE/CRE has completed his de-briefing, the Senior Examiner may discuss and clarify any points arising from the detail. This should not develop into a long-winded second de-briefing to the candidate.

FE/CRE's Administration

The Senior Examiner should observe the correct completion of the following items, as applicable:

- All check forms
- Revalidation signed in crew's licences

Senior Examiner's check of FE/CRE's Knowledge

The Senior Examiner should use oral questioning to establish the FE/CRE's knowledge of regulations. Relevant questions may well arise from the observed check, and recent changes to regulations should also be checked.

Senior Examiner's De-brief of FE/CRE

- The FE/CRE must be comprehensively de-briefed, and any items that were below standard fully explored.
- If applicable, discuss any ATO procedures that may require modification

Senior Examiner's administration

- Retain the AoC-Form for 5 years.
- Send the AoC-Form within 3 days to examinations@austrocontrol.at

TEMPLATE FOR SFE/TRE AoC

Prior to the test/check

- Arrive in good time, so as to be able to brief the SFE/TRE away from the crew. Brief the purpose and format of the check, explaining that the SFE/TRE can expect an oral check of his knowledge or rules and regulations pertaining to his SFE/TRE authorisation.
- Confirm details of the simulator and crew. Ensure the crew is representative, properly constituted and the check being observed is suitable.
- The Senior Examiner's principal interest is the performance of the SFE/TRE, who will have to demonstrate competence as an examiner of both the technical and non-technical elements of the candidate(s) performance.
- Explain that on completion of the simulator detail the Senior Examiner and the SFE/TRE will confer before the de-brief of the crew (assessment summary). The SFE/TRE must not announce any result prior consultation with the Senior Examiner
- Confirm the contents of the test or check to be observed and how it will be achieved.
- Check if there are any constraints of the day; e.g. time/sickness/simulator problems.
- Remind the SFE/TRE that the briefing and de-briefing are to be directed to the crew, not to the Senior Examiner. The Senior Examiner will emphasise that he will take no part in the conduct of the detail.
- The SFE/TRE should be told to have no hesitation in informing the Senior Examiner if he is in the way at any time.
- Obtain copies of any airfield plates and checklists being used.
- Check that a headset is available for the Senior Examiner.
- Explain that the Senior Examiner will need to check the SFE/TRE's licence, and the crew's licences after the SFE/TRE has checked them.
- The whole test/check must be observed in order to assess the SFE/TRE's management of time.
- Ask the SFE/TRE for his record of tests.
- Ask the SFE/TRE if he has any questions.
- Confirm that he has been adequately briefed.

Senior Examiner's Introduction to the Crew

- The Senior Examiner will explain that he needs to observe the SFE/TRE in order to carry out the AoC. Reassure the crew that the SFE/TRE will conduct a normal company check and make all decisions during the detail without reference to the Senior Examiner, and he will be applying normal standards.
- Explain that on completion of the simulator test procedure the Senior Examiner will ask the SFE/TRE to give the Senior Examiner a brief preview of his assessment prior to his de-briefing of the crew – this is a normal aspect of the exercise to ensure common standards.
- Explain that the Senior Examiner will need to record some details from the crew's licenses after the SFE/TRE has checked them.
- Once this has been done, the Senior Examiner should move to a position in the room where he is least obtrusive.

Conduct during the SFE/TRE's briefing to the Crew

- Allow the SFE/TRE to brief uninterrupted.

- Make sure that he is briefing the crew not the Senior Examiner.
- Make notes on the points the Senior Examiners wishes to de-brief.
- If there are any major omissions or inaccuracies, ensure that these are covered before entering the simulator.

Conduct of the Flight and use of the Simulator

- Observe that the SFE/TRE checks the simulator qualifications and the technical log. The serviceability of the simulator, both visually and with regards to the technical log has to be observed.
- During the test, the Senior Examiner will make every effort to be least obtrusive and ensure that his presence does not interfere with the SFE/TRE's ability to carry out his duties. On no account should the Senior Examiner intervene in any way to change the flow of the session, the SFE/TRE's management of the session or even to ask questions of any participant. He should make notes for confirmation of actions at the post session de-brief of the SFE/TRE carried out prior to the crew de-brief.
- The Senior Examiner will make notes on the performance of the crew as if he were conducting the test/check, as well as making notes on the SFE/TRE's performance. The Senior Examiner will monitor the content and conduct of the test/check and the use of simulator functions to create realistic training and checking.
- The SFE/TRE should make effective use of available functions and time to create realistic training and checking. The SFE/TRE's standard of radiotelephony simulation of the ATC environment and procedures should be assessed.

Post-simulator Procedures

- Immediately after exiting the simulator, the crew should be encouraged to retire to the briefing room or refreshment area. No indication of the test result should be given at this stage.
- The SFE/TRE should be given time to complete the simulator technical log – this should be checked by the Senior Examiner to ensure that a correct entry has been made.
- The Senior Examiner should now ask the SFE/TRE for a summary of his assessment. He must not rush the SFE/TRE - but should allow him to review his notes and reach his conclusions before telling the Senior Examiner the result.
- If the assessment is substantially the same as that of the Senior Examiner, the SFE/TRE should be asked to de-brief the crew.
- However, when the SFE/TRE's assessment is significantly different from the Senior Examiner's, the result should be discussed and the standards explained to the SFE/TRE. A SFE/TRE will sometimes be overcritical because he is being observed. Providing the Senior Examiner is satisfied that correct standards will be applied, he may then allow the SFE/TRE to carry out the de-briefing and, if all other aspects of the exercise are satisfactory, the SFE/TRE AoC may be assessed as a pass.
- If the Senior Examiner is not satisfied that the SFE/TRE has demonstrated the required standard in the conduct of the check or assessment, the Senior Examiner should de-brief the crew and complete the paperwork.

SFE/TRE's De-brief of the crew

The Senior Examiner should:

- Note the format and structure of the de-briefing;
- Take account of fault analysis and training advice.

Effective analysis of CRM is a requirement for the revalidation of the SFE/TRE's certificate. When the SFE/TRE has completed his de-briefing, the Senior Examiner may discuss and clarify any points arising from the detail. This should not develop into a long-winded second de-briefing to a crew who have already had a long day.

SFE/TRE's Administration

The Senior Examiner should observe the correct completion of the following items, as applicable:

- All check forms
- Revalidation signed in crew's licences

Senior Examiner's check of SFE/TRE's Knowledge

The Senior Examiner should use oral questioning to establish the SFE/TRE's knowledge of regulations. Relevant questions may well arise from the observed check, and recent changes to regulations should also be checked.

Senior Examiner's De-brief of SFE/TRE

- The SFE/TRE must be comprehensively de-briefed, and any items that were below standard fully explored.
- If applicable, discuss any company procedures that may require modification

Senior Examiner's administration

- Retain the AoC-Form for 5 years.
- During the AoC the crew's names should not be used on the AoC-Form, use terms such as "the captain" or "PM"
- Send the AoC-Form within 3 days to examinations@austrocontrol.at

CHECKLIST OF MANDATORY OBSERVATIONS

BRIEFING THE CANDIDATE

AMC1 FCL.1020 (d)

The briefing should cover the following:

- the objective of the flight;
- licensing checks, as necessary;
- freedom for the 'candidate' to ask questions;
- operating procedures to be followed (for example operators manual);
- weather assessment;
- operating capacity of 'candidate' and examiner;
- aims to be identified by 'candidate';
- simulated weather assumptions (for example icing and cloud base);
- use of screens (if applicable);
- contents of exercise to be performed;
- agreed speed and handling parameters (for example V-speeds, bank angle, approach minima);
- use of R/T;
- respective roles of 'candidate' and examiner (for example during emergency);
- administrative procedures (for example submission of flight plan).

DURING THE TEST

AMC1 FCL.1020 (e)

The examiner applicant should maintain the necessary level of communication with the candidate. The following check details should be followed by the examiner applicant:

- involvement of examiner in a MP operating environment;
- the need to give the 'candidate' precise instructions;
- responsibility for safe conduct of the flight;
- intervention by examiner, when necessary;
- use of screens;
- liaison with ATC and the need for concise, easily understood intentions;
- prompting the 'candidate' about required sequence of events (for example following a go-around);
- keeping brief, factual and unobtrusive notes.

ASSESSMENT & DEBRIEFING

The SEN will discuss the assessment with the examiner applicant before the 'candidate' is debriefed and informed of the result.

AMC1 FCL.1020 (f)

The examiner applicant should refer to the flight test tolerances given in the relevant skill test. Attention should be paid to the following points:

- questions from the 'candidate';
- give results of the test and any sections failed;
- give reasons for failure.

AMC1 FCL.1020 (g)

The examiner applicant should demonstrate to the SEN the ability to conduct a fair, unbiased debriefing of the 'candidate' based on identifiable factual items. A balance between friendliness and firmness should be evident. The following points should be discussed with the candidate, at the applicant's discretion:

- advise the candidate on how to avoid or correct mistakes;
- mention any other points of criticism noted;
- give any advice considered helpful

RECORDING & DOCUMENTATION

AMC1 FCL.1020 (h)

The examiner applicant should demonstrate to the inspector/SEN the ability to complete the relevant records correctly. These records may be:

- the relevant test or check form;
- licence entry;
- notification of failure form;
- relevant company forms where the examiner has privileges of conducting operator proficiency checks.

BE AWARE OF PROTECTION REQUIREMENTS FOR PERSONAL DATA

EU Directive 95/46/EC3 is the reference text with regard to the protection of personal data. The Directive aims to protect the rights and freedoms of persons with respect to the processing of personal data by laying down guidelines determining when this processing is lawful.

Guidelines:

- Personal data must be collected for specified, explicit and legitimate purposes.
- Personal data must be processed fairly and lawfully.
- Personal data must be accurate and, where necessary, kept up to date.
- Personal data may be processed only if the data subject has unambiguously given his/her consent.
- It is forbidden to process personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, trade-union membership, etc.
- The data subject has the right to object, on legitimate grounds, to the processing of data relating to him/her.
- Personal data must not be transferred to other countries without adequate protection.
- Personal information must be protected against accidental or unlawful destruction or accidental loss, alteration, unauthorised disclosure or access.

In general, skill test, proficiency check and assessment of competence forms and any other personal information may only be passed to the examiner's CA (civil authority), the applicant's CA as required, to the applicant and, if applicable, to the applicant's organisation with his/her prior consent.

No information shall be passed to others.

Note: This general statement on Personal Data Protection has been agreed upon by the MSs (Member States) and based on the input received from the MSs. Any relevant differences to this general statement in a particular MS will be specified in Section 3 of the examiners differences document as applicable to the CA in the respective MS.

APPENDIX A – TRE/SFE COMPETENCY FRAME WORK

Competence	Requiring Improvement	STANDARD	Good	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 (health and safety) Makes no reference to the company behavioural markers scheme 	<ul style="list-style-type: none"> Invites questions Generates a relaxed atmosphere Briefs all items required Provides all required documentation Refers to NOTECHS or company behavioural 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 Uses facilitation appropriately Clear structure and clarity for all visual aid work Includes NOTECHS in all areas including company behavioural markers 	<ul style="list-style-type: none"> Generates a high level of engagement with crew Responds 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 Integrates NOTECHS or Company behavioural markers seamlessly.
Simulator Operation	<ul style="list-style-type: none"> Limited familiarity with IOS Irregular observation of crew Incorrect R/T Distracted by IOS at key observing moments Limited note taking Inappropriate use of freezes and repositions Overloading of failures Poor radar vectoring 	<ul style="list-style-type: none"> Checks simulator log and approvals Efficient use of IOS Presents repositions to crew correctly Correctly sequences failures Observes all failure/repeat items Effective note taking 	<ul style="list-style-type: none"> Crew enters the simulator with the correct scene set Introduces failures appropriate to crew actions Adjusts 'running sequence' to optimize time management Observes accurately identifying appropriate behavioural markers Identifies crew or individual fatigue 	<ul style="list-style-type: none"> Very realistic scenarios Role play of other agents responsive to crew's actions Clarity of examiner, instructor role Comprehensive observation/notes High level of flexibility to the training, checking plan Identifies root cause for all activity

Competence	Requiring Improvement	STANDARD	Good	Very Good
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 	<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/behavioural markers Facilitates error analysis where appropriate Identifies teaching points with key words and concise phrases Seamlessly integrates technical and non-technical skills with pointers 	<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 behavioural markers
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 behavioural markers when making an assessment Clear understanding of root causes to all actions

Competence	Requiring Improvement	STANDARD	Good	Very Good
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 • Nitpicking • No reference to company behavioural markers scheme or NOTECHs 	<ul style="list-style-type: none"> • Clear statement of result and use of SRs • 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 behavioural markers into the result of the check • Balances praise and criticism • Generation of summary • Ability to listen to crew feedback • Offers tips and advice • 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 behavioural markers into all aspects of the operation • Crew leave with clear and concise learning points • Checks understanding and summarizes learning points covered