



CIVIL AVIATION AUTHORITY  
OF THE PHILIPPINES

# **ADVISORY CIRCULAR**

## **AC 02-006**

### **GENERAL PROCEDURES FOR PERSONNEL LICENCING FLIGHT CREW SKILL TESTING**

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#### **SECTION 1 GENERAL**

##### **1.1 PURPOSE**

This Advisory Circular (AC) provides general guidance to individuals, organizations and examiners regarding the policies of the Civil Aviation Authority of the Philippines (CAAP) that are applicable to skill testing of flight crew personnel.

##### **1.2 STATUS OF THIS ADVISORY CIRCULAR**

This is an original issuance of this AC.

##### **1.3 BACKGROUND**

- A. ICAO Standards in Annex 1, Personnel Licensing, require that, before issuing an license to flight crew personnel, the State must assess the knowledge and skill of the individual to perform such operations.
- B. Part 2 of the Philippine Civil Aviation Regulations establishes the specific requirements for skill testing of flight crew personnel that parallel the ICAO Standards.

##### **1.4 APPLICABILITY**

- A. Examiners will follow the guidance in this AC when conducting skill tests of flight crew personnel.
- B. Flight instructors are expected to brief and demonstrate application of this guidance when preparing applicants for their skill tests.
- C. Applicants should be familiar with these skill testing policies prior to their skill tests.

##### **1.5 RELATED REGULATIONS**

The following regulations are directly applicable to the guidance contained in this advisory circular—

- PCAR Part 2, Personnel Licensing
- PCAR Part 8, AOC Qualifications

- Advisory Circulars are intended to provide advice and guidance to illustrate a means, but not necessarily the only means, of complying with the regulations, or to explain certain regulatory requirements by providing informative, interpretative and explanatory material.
- Where a regulation contains the words “prescribed by the Authority,” the AC may be considered to “prescribe” a viable method of compliance, but status of that “prescription” is always “guidance” (never regulation).

## 1.6 RELATED PUBLICATIONS

For further information on this topic, individuals, instructors and examiners are invited to consult the following publications—

- 1) Civil Aviation Authority of the Philippines (CAAP)
  - ◆ AC 02-001, Personnel Licensing
  - ◆ Appropriate Skill Test Standards
- 2) Manufacturer of the aircraft to be used for the skill test
  - ◆ Pilot Operating Handbook, or
  - ◆ Approved Flight Manual
- 3) International Civil Aviation Organization (ICAO)
  - ◆ Annex 1, Personnel Licensing

Copies may be obtained from the CAAP Flight Standards Inspectorate Service.

Copies may be obtained from Document Sales Unit, ICAO, 999 University Street, Montreal, Quebec, Canada H3C 5H7.

## 1.7 DEFINITIONS & ACRONYMS

A. The following definitions are used in this advisory circular—

- 1) **Aircraft – category.** Classification of aircraft according to specified basic characteristics, e.g. aeroplane, rotorcraft, glider, lighter-than-air, powered-lift.
- 2) **Competency.** A combination of skills, knowledge and attitudes required to perform a task to the prescribed standard.
- 3) **Crew resource management.** A program designed to improve the safety of flight operations by optimizing the safe, efficient, and effective use of human resources, hardware, and information through improved crew communication and coordination.
- 4) **Error.** An action or inaction by the flight crew that leads to deviations from organizational or flight crew intentions or expectations.
- 5) **Error management.** The process of detecting and responding to errors with countermeasures that reduce or eliminate the consequences of errors and mitigate the probability of further errors or undesired aircraft states.
- 6) **Examiner.** A qualified person designated by CAAP to conduct a proficiency test, a skill test for an licence or rating, or a knowledge test under the Philippine regulations.
- 7) **Flight simulation training device.** Any one of the following three types of apparatus in which flight conditions are simulated on the ground—
  - (a) A **flight simulator**, which provides an accurate representation of the flight deck of a particular aircraft type to the extent that the mechanical, electrical, electronic, etc. aircraft systems control functions, the normal environment of flight crew members, and the performance and flight characteristics of that type of aircraft are realistically simulated;
  - (b) A **flight procedures trainer**, which provides a realistic flight deck environment, and which simulates instrument responses, simple control functions of mechanical, electrical, electronic, etc. aircraft systems, and the performance and flight characteristics of aircraft of a particular class;
  - (c) A **basic instrument flight trainer**, which is equipped with appropriate instruments, and which simulates the flight deck environment of an aircraft in flight in instrument flight conditions

- 8) **Flight test.** For the purpose of this advisory circular, a portion of a skill test that includes Tasks that are normally accomplished while operating the aircraft.
  - 9) **Plan of action.** A plan that includes the provision for accomplishing each Task specified in the skill test standards in practical and logical manner.
  - 10) **Practical Test.** For the purpose of this advisory circular, a portion of the skill test that includes Tasks accomplished before the flight portion.
  - 11) **Rating.** An authorisation entered on or associated with a licence and forming part thereof, stating special conditions, privileges or limitations pertaining to such licence.
  - 12) **Scenario.** A plan for sequencing of maneuvers, procedures and communications in a flight lesson or proficiency check to simulate realistic flight operations and consequences.
  - 13) **Threat management.** The process of detecting and responding to threats with countermeasures that reduce or eliminate the consequences of threats and mitigate the probability of errors or undesired aircraft states
  - 14) **Threat.** Events or errors that occur beyond the influence of the flight crew, increase operational complexity and must be managed to maintain the margin of safety.
- B. The following acronyms are used in this advisory circular—
- 1) **AC** – Advisory Circular
  - 2) **FSTD** – Flight Simulation Training Device
  - 3) **CAAP** – Civil Aviation Authority of Philippines
  - 4) **PCAR** – Philippine Civil Aviation Regulations
  - 5) **PEL** – Personnel Licensing
  - 6) **STS** – Skill Test Standards

## SECTION 2 SKILL TEST RESPONSIBILITIES

### 2.1 APPLICANT RESPONSIBILITY

- A. The applicant must report for the skill test at the testing location at the scheduled time with all items required to be provided by the applicant.
- B. The applicant should be aware of and practice the general concepts of flight safety that are provided in this advisory circular.

### 2.2 FLIGHT INSTRUCTOR RESPONSIBILITY

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

### 2.3 EXAMINER RESPONSIBILITY

- A. The examiner shall not conduct any skill test unless CAAP has—
- 1) Been given at least a 48-hour prior notification of intent to conduct the check; and
  - 2) Authorized that skill test to be conduct by the examiner.
- B. The examiner conducting the skill test is responsible for determining that the applicant meets the acceptable standards of knowledge and skill of each Task within the appropriate skill test standard.
- 1) Since there is no formal division between the "oral" and "skill" portions of the skill test, this becomes an ongoing process throughout the test.
  - 2) Oral questioning, to determine the applicant's knowledge of Tasks and related safety factors, should be used judiciously at all times, especially during the flight portion of the skill test.
  - 3) Examiner's shall test to the greatest extent practicable the applicant's correlative abilities rather than mere rote enumeration of facts throughout the skill test.
- C. If the examiner determines that a Task is incomplete, or the outcome uncertain, the examiner may require the applicant to repeat that Task, or portions of that Task.
- 1) This provision has been made in the interest of fairness and does not mean that instruction, practice, or the repeating of an unsatisfactory task is permitted during the certification process.
  - 2) When practical, the remaining Tasks of the skill test phase should be completed before repeating the questionable Task.
- D. On multi engine skill tests where the failure of the most critical engine after lift off is required, the examiner must give consideration to local atmospheric conditions, terrain, and type of aircraft used.



**The failure of an engine shall not be simulated until attaining at least  $V_{SSE}/V_{YSE}$  and at an altitude not lower than 200 feet AGL.**


- E. During simulated engine failures on multi engine skill tests the examiner shall set zero thrust after the applicant has simulated feathering the propeller.
- The examiner shall require the applicant to demonstrate at least one landing with a simulated-feathered propeller with the engine set to zero thrust.
- F. Throughout the flight portion of the skill test, the examiner shall evaluate the applicant's use of visual scanning and collision avoidance procedures.

### SECTION 3 EXAMINER PREPARATION FOR SKILL TEST

- A. In preparation for each skill test, the examiner shall develop a written "plan of action" for each skill test.
- 1) The "plan of action" is a tool, for the sole use of the examiner, to be used in evaluating the applicant.
  - 2) The scenario need not be grammatically correct or in any formal format.



- Each examiner have a minimum of 3 scenarios for each skill test they are authorized to conduct.
- When requested, the examiner shall provide, a copy of each scenario to CAAP.

- 3) The plan of action must contain all of the required Areas of Operation and Tasks and any optional Tasks selected by the examiner.
- B. The plan of action shall incorporate one or more scenarios that will be used during the skill test.
- 1) The examiner should try to include as many of the TASKs into the scenario portion of the test as possible, but maintain the flexibility to change due to unexpected situations as they arise and still result in an efficient and valid test.
  - 2) Any Task selected for evaluation during a skill test shall be evaluated in its entirety.
- C. The examiner is not required to follow the precise order in which the Areas of Operation and Tasks appear in the appropriate skill test standards.
- 1) The examiner may change the sequence or combine Tasks with similar Objectives to have an orderly and efficient flow of the skill test.
    - ◆ For example, the Tasks listed as Radio Communications and ATC Light Signals may be combined with the Task "Traffic Patterns."
  - 2) The examiner's plan of action shall include the order and combination of Tasks to be demonstrated by the applicant in a manner that will result in an efficient and valid test.
- D. The examiner is expected to use good judgment in the performance of simulated emergency procedures.
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|  | <b>The use of the safest means for simulation is expected.</b> |
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- 1) Consideration must be given to local conditions, both meteorological and topographical, at the time of the test, as well as the applicant's, workload, and the condition of the aircraft used.
  - 2) If the procedure being evaluated would jeopardize safety, it is expected that the applicant shall simulate that portion of the maneuver.
  - 3) If the applicant is unable to perform a TASK listed in the "plan of action" due to circumstances beyond his/her control, the examiner may substitute another TASK from the applicable AREA OF OPERATION

## SECTION 4 FLIGHT TRAINING SIMULATION DEVICES

### 4.1 USE OF APPROVED FLIGHT SIMULATOR OR FLIGHT TRAINING DEVICE

- A. In the Area Of Operation labeled "Preflight Preparation," the Tasks are knowledge only.
- These TASKS do not require the use of a flight simulation training device (FSTD), flight simulator, or an aircraft to accomplish, but they may be used.
- B. Each in-flight maneuver or procedure must be performed by the applicant in an FSTD, flight simulator, or an aircraft.
- C. When accomplished in an aircraft, certain task elements may be accomplished through "simulated" actions in the interest of safety and practicality, but when accomplished in an FTD or flight simulator, these same actions would not be "simulated."
- For example, when in an aircraft, a simulated engine fire may be addressed by retarding the throttle to idle, simulating the shutdown of the engine, simulating the discharge of the fire suppression agent, and simulating the disconnection of associated electrics, hydraulics, pneumatics, etc.
  - However, when the same emergency condition is addressed in an FTD or a flight simulator, all TASK elements must be accomplished as would be expected under actual circumstances.

- Similarly, safety of flight precautions taken in the aircraft for the accomplishment of a specific maneuver or procedure (such as altitude in powerplant failure, setting maximum airspeed for a rejected takeoff) need not be taken when an FTD or a flight simulator is used.
- D. It is important to understand that whether accomplished in an FTD, a flight simulator, or the aircraft, all Tasks and Task elements for each maneuver or procedure will have the same performance criteria applied for determination of overall satisfactory performance.

#### **4.2 TASK VS. SIMULATION DEVICE CREDIT**

- A. Examiners conducting the skill tests with simulation devices should consult appropriate documentation to ensure that the device has been approved for training.
- B. The documentation for each device should reflect that the following activities have occurred—
- 1) The device has been evaluated, determined to meet the appropriate standards, and assigned the appropriate qualification level by the approving civil aviation authority.
  - 2) The device continues to meet qualification standards through continuing evaluations by the approving civil aviation authority.
  - 3) CAAP must have approved the devices for specific Tasks.
  - 4) The device must continue to support the level of student or applicant performance required by the applicable Skill Test Standard.

### **SECTION 5 PRIOR TO STARTING THE SKILL TEST**

#### **5.1 REVIEW DOCUMENTATION & EQUIPMENT**

The examiner will review the documents and equipment provided by the applicant to ascertain that he—

- 1) Meets the prerequisites to be eligible for the issuance of the applicable license;
- 2) Has the application for the skill test properly completed and all necessary supporting documents available;
- 3) Has all equipment specified by the applicable Skill Test Standards; and
- 4) The aircraft (and/or FSTD) is appropriate for the skill test and airworthy.

#### **5.2 AIRCRAFT & EQUIPMENT REQUIRED FOR THE SKILL TEST**

Unless the skill test is to be conducted fully in a FSTD, the applicant is required to provide an airworthy, certificated aircraft for use during the skill test. This aircraft must—

- 1) Be of Philippine, foreign or military registry of the same category, class, and type, if applicable, for the certificate and/or rating for which the applicant is applying;
  - 2) Have fully functioning dual controls; and
  - 3) Be capable of performing all Areas of Operation appropriate to the rating sought and have no operating limitations, which prohibit its use in any of the Areas of Operation, required for the skill test.
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## SECTION 6 STARTING THE SKILL TEST

### 6.1 BRIEFING CONTENTS

The examiner will brief the applicant on the expectations of the “practical” (also called the “oral”) portion of the skill test, including—

- 1) A review of the Tasks that are applicable to the this portion of the skill test
- 2) That this portion will consist of oral questioning and practical performance;
- 3) The applicant will be provided a practical scenario as a basis to construct the documents required by the applicable skill test;
- 4) That a period of oral questioning will follow; and
- 5) The performance standard that will be used.

A review of the titles of the Tasks will be sufficient.

### 6.2 CONDUCT OF PRACTICAL PORTION OF SKILL TEST

- A. The examiner will provide the applicant with a practical scenario which will be used to construct the necessary documentation/calculations that will be evaluated.
- B. The examiner will assess the applicant’s constructed documents to determine that they meet the skill test standards.
- C. The examiner will, working from a prepared list of questions, use oral questioning to assess the applicant’s competency in the Tasks specified.
- D. The examiner will consult the written test results form and conduct oral questioning to assess the applicant’s knowledge in the areas identified on the form as deficient by the written test.

## SECTION 7 PRE-BRIEFING FOR FLIGHT PORTION OF SKILL TEST

### 7.1 BRIEFING CONTENTS

The examiner will brief the applicant on the expectations of the “flight” portion of the skill test, including a review of—

- 1) The Tasks that are applicable to the this portion of the skill test
- 2) A practical scenario as a basis to conduct the flight required by the applicable skill test;
- 3) Special emphasis areas that will be assessed throughout the flight;
- 4) The maneuvers and procedures listed as Tasks in the applicable skill test standard; and
- 5) The overall performance standards that will be used for the examiner’s decision.

A review of the titles of the Tasks will be sufficient.

### 7.2 SPECIAL FLIGHT SAFETY EMPHASIS AREAS

- A. Examiners shall also place special emphasis upon areas of aircraft operations considered critical to flight safety. Among these are—
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- 1) Positive aircraft control;
- 2) Positive exchange of the flight controls procedure (who is flying the aeroplane);
- 3) Stall/spin awareness (aeroplanes, gliders);
- 4) Collision avoidance;

- Although these areas may not be specifically addressed under each TASK in the Skill Test Standards, they are essential to flight safety.
- Each will be evaluated during the skill test.
- In all instances, the applicant's actions will relate to the complete situation.



**It is vitally important that the applicant, safety pilot, and examiner use proper and effective scanning techniques to observe all other traffic in the area to ensure the area is clear before performing any maneuvers.**

- 5) Wake turbulence avoidance;
  - 6) Runway incursion avoidance;
  - 7) Wire strike avoidance (helicopters, gyroplanes, balloons);
  - 8) Controlled flight into terrain (CFIT);
  - 9) Aeronautical decision making (ADM), including threat and error management;
  - 10) Checklist usage; and
  - 11) Other areas deemed appropriate to any phase of this skill test.
- B. Although these areas may not be specifically addressed under each Task, they are essential to flight safety and will be evaluated during the skill test. In all instances, the applicant's actions will relate to the complete situation.

### 7.3 APPLICANT'S USE OF CHECKLISTS

- A. Throughout the skill test, the applicant is evaluated on the use of an appropriate checklist. Proper use is dependent on the specific TASK being evaluated.
- B. The situation may be such that the use of the checklist, while accomplishing elements of an Objective, would be either unsafe or impractical, especially in a single-pilot operation.



Division of attention and proper visual scanning should be considered when using a checklist.

- In this case, a review of the checklist after the elements have been accomplished, would be appropriate.

### 7.4 POSITIVE EXCHANGE OF FLIGHT CONTROLS

- A. During flight training, there must always be a clear understanding between students and flight instructors of who has control of the aircraft. Prior to flight, a briefing should be conducted that includes the procedure for the exchange of flight controls.
- B. A positive three- step process in the exchange of flight controls between pilots is a proven procedure and one that is strongly recommended.
- 1) When the instructor wishes the student to take control of the aircraft, he or she will say,
    - "YOU HAVE THE FLIGHT CONTROLS."
  - 2) The student acknowledges immediately by saying,
    - "I HAVE THE FLIGHT CONTROLS."



3) The flight instructor again says,

■ "YOU HAVE THE FLIGHT CONTROLS."

C. When control is returned to the instructor, follow the same procedure.



- A visual check is recommended to verify that the exchange has occurred.
- There should never be any doubt as to who is flying the aircraft.

## 7.5 USE OF DISTRACTIONS DURING SKILL TESTS

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

## 7.6 THREAT & RISK MANAGEMENT

- The examiner shall evaluate the applicant's ability throughout the skill test to use good aeronautical threat management procedures in order to evaluate risks.
- The examiner shall accomplish this requirement by developing scenarios that incorporate as many Tasks as possible to evaluate the applicants risk management in making safe aeronautical decisions.
  - For example, the examiner may develop a scenario that incorporates weather decisions and performance planning.
- The applicant's ability to utilize all the assets available in making a risk analysis to determine the safest course of action is essential for satisfactory performance.

The scenarios should be realistic and within the capabilities of the aircraft used for the skill test.

## 7.7 CREW RESOURCE MANAGEMENT

### 7.7.1 SINGLE-PILOT RESOURCE MANAGEMENT

- Single-Pilot Resource Management refers to the effective use of ALL available resources: human resources, hardware, and information.
- It is similar to Crew Resource Management (CRM) procedures that are being emphasized in multiple crew member operations except that only one crew member (the pilot) is involved.
- Human factors and resources "...includes all other groups routinely working with the pilot who are involved in decisions that are required to operate a flight safely.
  - These groups include, but are not limited to: dispatchers, weather briefers, maintenance personnel, and air traffic controllers."
- Crew Resource Management is not a single Task; it is a set of skill competencies that must be evident in all TASKS in the applicable skill test standard as applied to single-pilot operation.
- CRM deficiencies almost always contribute to the unsatisfactory performance of a TASK. Therefore, the competencies provide an extremely valuable vocabulary for debriefing.
  - These markers consider the use of various levels of automation in flight management systems.

### 7.7.2 MULTIPLE CREW MEMBERS

- A. The standards for each CRM competency as generally stated and applied are subjective. Conversely, some of the competencies may be found objectively stated as required operational procedures for one or more TASKS.
- Examples of the latter include briefings, radio calls, and instrument approach callouts.
- B. Whether subjective or objective, application of CRM competencies are dependent upon the composition of the crew.

### 7.7.3 HOW THE EXAMINER APPLIES CRM

- A. Examiners are required to exercise proper CRM competencies in conducting tests as well as expecting the same from applicants.
- B. Pass/Fail judgments which are not subjective apply to CRM-related procedures in the Approved operations manuals that must be accomplished, such as briefings to other crew members.
- C. In such cases, the operator (or the aircraft manufacturer) specifies what should be briefed and when the briefings should occur. The examiner may judge objectively whether the briefing requirement was or was not met.
- D. In those cases where the operator (or aircraft manufacturer) has not specified a briefing, the examiner shall require the applicant to brief the appropriate items. The examiner may then judge objectively whether the briefing requirement was or was not met.

Pass/Fail judgments based solely on CRM issues must be carefully chosen since they may be entirely subjective.

## SECTION 8 CONDUCT OF FLIGHT PORTION OF SKILL TEST

### 8.1 GENERAL CONDUCT

- A. The examiner will administer the plan of action that applicable to accomplish the skill test in testing environment.
- B. The examiner will work from the plan of action as a checklist to maintain a record of the applicant's performance for each Task.
- C. The examiner will consider the flight conditions and working environment when evaluating the applicant's performance

- Rigid accomplishment of the scenario is not required.
- The examiner may adjust as necessary to complete the skill test based on the existing situation.

### 8.2 REPEATING A TASK

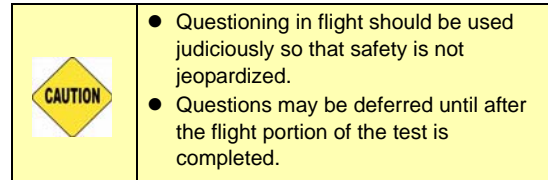
- A. When the examiner determines that a task is incomplete, or the outcome uncertain, the examiner may require the applicant to repeat that task, or portions of that task.
- This provision has been made in the interest of fairness and does not mean that instruction or practice is permitted during the certification process.
- B. When practical, the remaining tasks of the skill test phase should be completed before repeating the questionable task.
- If the second attempt to perform a questionable task is not clearly satisfactory, the examiner shall consider it unsatisfactory.
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### 8.3 TASK ATTEMPTED & FAILED

- A. The examining person shall not repeat TASKS that have been attempted and failed. The examiner or applicant may discontinue the test at any time after the failure of a TASK, which makes the applicant ineligible for the licence or rating sought.
- B. The skill test will be continued only with the consent of the applicant. In such cases, it is usually better for the examiner to continue with the skill test to complete the other TASKS.
- C. If the examiner determines that the entire skill test must be repeated, the skill test should not be continued but should be terminated immediately.
- D. If the skill test is either continued or discontinued, the applicant is entitled to credit for those AREAS OF OPERATION satisfactorily performed, if the remainder of the skill test is completed within 60 days of when the skill test was discontinued.
- E. However, during the retest and at the discretion of the examiner, any area of operation may be reevaluated including those previously passed.
- F. Whether the remaining parts of the skill test are continued or not after a failure, a notice of disapproval must be issued.

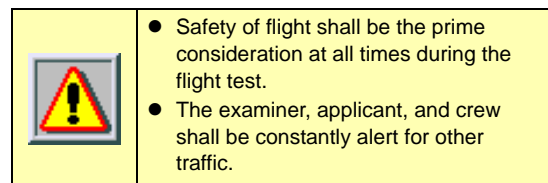
### 8.4 ORAL QUESTIONING IN-FLIGHT

- A. The areas of operation in the Skill Test Standards contain tasks which include both “knowledge” and “skill” elements.
- B. The examiner shall ask the applicant to perform the skill elements.
- C. Knowledge elements not evident in the demonstrated skills may be tested by questioning, at anytime, during the flight event.



### 8.5 ASSISTING THE APPLICANT IN FLIGHT

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



### 8.6 MULTIPLE CREW CONSIDERATIONS

#### 8.6.1 CREW BRIEFINGS

- A. Each applicant shall give a crew briefing before each takeoff/departure and approach/landing.

- B. If the operator or aircraft manufacturer has not specified a briefing, the briefing shall cover the appropriate items, such as—
- 1) Pre-Takeoff—
    - ◆ Runway
    - ◆ SID/STAR/IAP
    - ◆ Power settings
    - ◆ Speeds
    - ◆ Abnormals or emergency prior to or after takeoff
    - ◆ Emergency return intentions, and
    - ◆ What is expected of the other crew members during the takeoff/SID
  - 2) Emergency Return
    - ◆ Final approach fix,
    - ◆ Altitude at FAF,
    - ◆ initial rate of descent,
    - ◆ DH/MDA,
    - ◆ Time to missed approach,
    - ◆ Missed approach procedures, and
    - ◆ What is expected of the other crew members during the approach/landing.
- C. If the first takeoff/departure and approach/landing briefings are satisfactory, the examiner may allow the applicant to brief only the changes, during the remainder of the flight.

## SECTION 9 COMPLETION OF FLIGHT CHECK

### 9.1 POST-FLIGHT BRIEFING

- A. Regardless of the outcome of the skill test, the applicant will be given a post-flight briefing of the general results of the skill test.
- B. The briefing will consist of the review of the maneuvers and procedures.
- C. If the applicant's performance was unsatisfactory or incomplete, the briefing will include those Tasks that were completed satisfactorily and those that were not.

### 9.2 SATISFACTORY PERFORMANCE

- A. The examiner will complete the appropriate portion of the CAAP Form 547 to record the satisfactory performance of the applicant.
- B. The completed application will be forwarded to the CAAP for processing.
- C. The examiner will brief the applicant that the CAAP will call when the documentation has been processed and the new license is available.

### 9.3 DISCONTINUANCE OF A SKILL TEST

- A. When a skill test is discontinued for reasons other than unsatisfactory performance (i.e., equipment failure, weather, or illness) CAAP Form 547, PEL Application and/or Rating Application, and, if applicable, the Airman Knowledge Test Report, shall be returned to the applicant.
  - B. The examiner at that time shall prepare, sign, and issue a Letter of Discontinuance to the applicant.
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- C. The Letter of Discontinuance should identify the Areas Of Operation and their associated Tasks of the skill test that were successfully completed.
  - D. The applicant shall be advised that the Letter of Discontinuance shall be presented to the examiner when the skill test is resumed, and made part of the certification file.

#### **9.4 DISAPPROVAL**

- A. When a notice of disapproval is issued, the examiner shall record the applicant's unsatisfactory performance in terms of the Area of Operation and specific Task(s) not meeting the standard appropriate to the skill test conducted.
- B. The Area(s) Of Operation and Task(s) not tested and the number of skill test failures shall also be recorded.
- C. If the applicant fails the skill test because of a special emphasis area, the Notice of Disapproval shall indicate the associated task. i. e. Task 3.5, Maneuvering During Slow Flight, failure to use proper collision avoidance procedures.
- D. The examiner will complete the appropriate portion of the CAAP Form 547 to record the unsatisfactory performance.
- E. The completed application and a copy of the disapproval form will be forwarded to the CAAP for processing.

*End of Advisory Circular*



RAMON S. GUTIERREZ

Director General

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