



BGA EXAMINING STANDARDS

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INTRODUCTION

General

The purpose of this handbook is to provide a reference for the conduct of tests and assessments carried out within the framework of BGA pilot, instructor, and examiner certification.

Privileges

Laws and Rules note that the holder of a BGA Full Category Instructor Rating has the privilege of assessing pilots for the issue of BGA Bronze and Cross-Country Endorsements. Within this publication, Full Category instructors are referred to as 'Examiners' when they are exercising this privilege.

Full Category Instructors may also be qualified as Regional Examiners (REs) with the privilege of assessing BGA instructors for the issue or maintenance of their Instructor Ratings.

REs may also be qualified as Senior Regional Examiners (SREs) with the privilege of assessing REs and are responsible to the Chairman of the BGA Instructing and Examining Committee (I&EC).

The Executive Committee appoints the Chairman of the I&EC. The I&EC is supplied with Terms of Reference as agreed by the Executive Committee which include responsibility for instructor training and examining standards.

Throughout, the following editorial practices shall apply:

- "Shall" and "Must" are used to indicate a mandatory requirement.
- "Expect" and "Should" are used to indicate strong obligation.
- "May" is used to indicate discretion.
- "Candidate" is used to indicate the person who is seeking the test or assessment.

The BGA requires that examiners should not test candidates to whom a significant amount of flight instruction has been given by them for that skill test or proficiency check. Any involvement beyond this would require permission from the Chairman of the I&EC. No BGA appointed examiner may self-assess.

A – BGA Examining

A.1 - Requirements and Authorisation

Authorisation of Examiners

Examiners may exercise their examining privileges only at the discretion of the BGA and when:

- their instructor rating is valid
- they complete the requirements specified in this document

Selection

The BGA has the authority to designate and authorise suitably qualified persons of integrity as examiners. The BGA will determine the acceptability of an individual to hold BGA examining privileges.

Standardisation

To ensure common standards and practices are applied to testing and checking, the BGA publishes guidance and requires attendance at refresher seminars arranged by the BGA.

Observation of Flight Tests

Examiner acceptance and observed tests and assessments should be conducted in gliders including self-launching motor gliders or touring motor gliders as appropriate.

Administration.

Applications for Full Rating (Instructor Form 1) and RE (Instructor Form 8) initial authorisation and re-authorisation must be made to the BGA. Relevant details are retained on the BGA's secure database.

Examiner and RE Requirements

Examiners have a vital role in the maintenance of flight standards and promotion of flight safety by conducting skill tests, assessments and ground examinations. It is essential that examiners have the trust and respect of the BGA, the candidates for test or assessment, the flying training organisations, and the aviation community in general.

Examiners shall:

- Demonstrate compliance with National and BGA Laws and Rules including the ANO, and good aviation practice in respect of their own flight operations.
- Keep records of tests and assessments and make them available for inspection when required by the BGA.
- Be of good character and have integrity.
- Conduct tests impartially and without fear or favour in accordance with the current procedures and standards as determined by the BGA.

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

- Interview with SRE or a person delegated by the Chairman of the Instructor Committee
- Requirement for retraining and/or retesting of skills.
- Formal warning
- Suspension of authorisation
- Revocation of authorisation

The course of action will depend on the circumstances of the individual case and will not necessarily follow the sequence listed above.

The BGA or the Chairman of the I&EC in consultation with the SRE may provisionally suspend a BGA authorisation pending investigation of an alleged offence or until remedial action such as retraining is completed.

The Chairman of the I&EC will take suspension or revocation action where it is considered that the BGA cannot remain satisfied as to the fitness or qualification of the examiner.

Appeals

Any appeal relating to an action as detailed above must be made in writing to the BGA Chief Executive who will consult with the Chairman of the I&E Committee.

If unsatisfied with the response, a further appeal may be made to the BGA Executive Committee.

A.2 - Examining Guidance

Training

Candidates must have completed the training syllabus and the required experience (see Laws and Rules 'Gliding Certificate Requirements'), and the relevant theoretical knowledge exams before an attempt.

Licence and Medical Validity

It is the individual's responsibility to ensure that any required certificate, licence, rating or medical is valid before flying. Examiners should check a candidate's documents to ensure that any privilege renewed or revalidated because of an assessment will be valid.

Weather Conditions

Examiners are to ensure that the weather conditions are adequate. Candidates may declare their limits based upon club operating guidance.

Use of a 'Dummy' Candidate

For instructor and examiner assessments the examiner may act as the dummy candidate.

The dummy must act as a candidate in all respects and should have available the relevant paperwork when requested as part of the test. During the flying, it is important that the dummy candidate makes some errors (whether by accident or design is immaterial) so that the "new examiner" must observe, exercise judgement, assess and have something to debrief.

A PASS with no errors would prove very little. The dummy must not make mistakes too subtle nor set traps for the examiner: he must try to reproduce a typical flight from a marginal candidate.

Insurance

Examiners should always check the insurance provided as cover may preclude instructing or examining.

A.3 - Testing & Assessment

Definitions

A Skill Test: is a demonstration of knowledge and skill for rating issue and will include an aircraft technical oral assessment.

Aim

a) The aim of flight testing and assessing is to:

Determine whether, by practical demonstration, the candidate has reached the required level of knowledge and skill for the qualification.

Improve standards by feeding back information to gliding clubs.

Ensure that the safety standards are maintained and where possible improved throughout the gliding community by requiring the application of sound airmanship and flight discipline.

It is essential that a common standard is applied by all examiners. However, because every flight will be conducted in different and sometimes widely varying conditions and circumstances, each examiner must consider all aspects when testing or assessing. They must exercise sound judgement and impartiality throughout.

The following basic principles apply:

- The test or assessment standard as determined by the BGA must always apply and shall not be varied regardless of the training and experience of the candidate.
- Each exercise within a schedule should be completed and assessed individually. The examiner may arrange the sequence of exercises to complete the test schedule.
- Every item must be assessed with sufficient criteria to support the result against the established standard.
- Any previous exercises or poorly completed manoeuvre must not influence any subsequent items.
- The requirements for the flight or whole series of flights must be established by completing a thorough pre-flight briefing.

When the flight or series of flights has been completed or discontinued a debriefing must be given which emphasises the reasons for the result, followed by any further advice or comment which may assist the candidate.

d) The candidate must demonstrate the ability to:

- Operate the aircraft within its limitations
- Complete all manoeuvres with smoothness and accuracy.
- Exercise good judgement and airmanship
- Apply aeronautical knowledge of procedures and regulations as currently apply.
- Maintain control of the aircraft at all times such that the successful outcome of a procedure or manoeuvre is never seriously in doubt. The candidate's threat and error management (TEM) must be assessed with each exercise and this must include lookout, including appropriate use of electronic conspicuity (EC), checks and drills, cockpit management, and where applicable, radio use and ATC liaison, fuel management, planning and use of airspace.

Special emphasis should be placed upon areas of aircraft operation that are most critical to flight safety, particularly:

- Preparation for flight including:
 - Rigging, positive checks, and daily inspection
 - Airspace safety including NOTAMS.
 - External and internal pre-flight checks
- Lookout and collision avoidance, including appropriate use of EC
- Stall/spin awareness and recovery
- Weather assessment
- Emergency procedures
- Aircraft control / trim techniques
- Safety heights / glide distances
- Safe launching techniques
- Understanding and interpretation of maps & charts
- Radio procedures (*where applicable*)

Repeat Manoeuvres

At the discretion of an examiner, a manoeuvre or procedure may be repeated once by the candidate. However, as the option to repeat any item is not a right of the candidate, the examiner must use discretion to ensure the candidate has had every opportunity to demonstrate the necessary skill or technique. Should the examiner consider that the candidate might not have been performing satisfactorily due to any external influence or distraction the exercise must be repeated. Notwithstanding the examiner's remit to repeat items he must ensure that any manoeuvre he or she assesses as a "fail" is not then repeated.

Test termination

The examiner may stop a test or assessment at any stage if it is considered that the candidate's demonstrated skill requires a complete re-test.

Should the candidate elect to terminate the test or assessment for reasons considered inadequate by the examiner, the candidate is to retake the entire test or assessment.

If the test or assessment is terminated for reasons considered adequate by the examiner or RE it is deemed to be "incomplete".

Evaluating

The standard of performance produced by candidates is difficult to evaluate and relies heavily on the experience and judgement of the examiner to determine what is acceptable. Most pilots will dislike the prospect of being tested or assessed and some candidates will become extremely nervous and not perform as normal or may react to false assumptions of what is expected. The attitude and approach of the examiner can do much to overcome these difficulties. However, the examiner or RE must apply the standard evenly, fairly and without prejudice. In order to maintain this uniform standard certain basic principles must be applied and evaluations should be based on the following:

A fail must be awarded if the following apply:

- Aim of exercise not achieved.
- Acceptable level of flying skill or aviation knowledge not demonstrated

- Aim of exercise completed but at the expense of unsafe airmanship and/or rough handling errors
- Endangering the aircraft at any time
- If the examiner or RE has needed to take control to maintain safety.

An assessment between the ideal performance and a fail, i.e., a marginal performance, will be exceedingly difficult to determine. Several stages could be considered as follows:

- Aim of the exercise was not achieved and/or badly flown. Level of skill and knowledge results in a poor overall performance with several major variations and frequent minor variations from the model: fail = major de-brief items.
- Aim of the exercise was not achieved and the performance included not more than two major variations and frequent minor variations from the model: fail or partial pass with several important items to de-brief.
- Aim of the exercise was safely achieved. Performance included no major variations but several minor variations from the model: Pass or Partial Pass with several de-brief items.
- Aim of the exercise was safely achieved. Performance included very few variations from the model and smooth and accurate control of the aircraft: Pass with comments and discussion.
- An exercise which, in all respects, meets the required standard with a performance which anticipates changes and adapts easily with smooth accurate control: A model performance. During the de-brief examiners should encourage candidates by giving appropriate praise for a good performance: Pass.

Instructor assessments

All of the key teaching points, as noted in 'The BGA Student Pilot Manual', must be addressed and delivered clearly without addition or modification. Variation in this regard is to be regarded as significant for testing or checking purposes.

Addition or variation is permitted where this is to the benefit of the instruction under the circumstances that apply at the time of the test - in such instances, these are to be regarded as minor variations. If a candidate introduces an entirely or substantially different form of flight exercise instruction, without a clear rationale for such a difference, it is to be regarded as a major variation for testing or checking purposes

Retest Requirements

If a substantial proportion of any test or assessment is failed by the candidate, the whole must be re-taken. If only one or maximum two parts require further training, these parts may be scheduled for retest or reassessment separately. The discretion for this is left with the examiner, but this must be recorded in the candidate's logbook or training record along with suggested retraining (see below).

Retraining

Retests must not take place without further training being recommended and conducted. The recommendation may include a number of launches or hours to be flown, or 'to the satisfaction of an instructor'. These recommendations must be recorded in the candidate's logbook or training record .

Appeals

Any appeal relating to an action as detailed above must be made in writing to the BGA Chief Executive who will consult with the Chairman of the I&E Committee.

If unsatisfied with the response, a further appeal may be made to the BGA Executive Committee.

A.4 - Conduct of Tests and Assessments

Test & Assessment Profiles

Examiners may not vary the test or assessment content nor miss out any items and must conduct the flight(s) in a practical manner. They should not set any traps or pitfalls. To assist with this, each examiner should maintain an assessment record so that all aspects may be debriefed fully.

No manoeuvre or procedures may be introduced by the examiner which is not included in the test schedule. Exercises must be performed in such a manner as to be considered normal aviation practice.

The examiner may change the sequence of sections or manoeuvres to achieve an orderly and efficient flow of a practical flight having regard to existing conditions or circumstances. Briefing in the air for a change to the requirement is not normally acceptable.

Pre-flight

Before meeting the candidate, the examiner must be properly prepared. This self-briefing should include a check of the weather conditions, NOTAMs, and any local airfield operational information.

For all tests, the briefing format should be:

- Contact the candidate and achieve an amicable atmosphere.
- Check that the candidate's paperwork, including medical status, and that the format of the test is established.
- Brief the candidate on the sequence in which the flight(s) and any ground items will be conducted.
- Enter into a specific briefing as required by the test or assessment to ensure that they know in what capacity they are acting.
- In the case of navigation tests, allow adequate time for preparation and detailed planning
- Conduct a second pre-flight briefing to check planning.
- Thoroughly check all aircraft documentation before accepting the aircraft for flight.
- Oral testing elements.

In-flight

As PIC of the aircraft the examiner must ensure that the flight is safely and correctly conducted.

During the flight, the examiner or RE should allow the candidate to demonstrate skill and knowledge without assistance and should avoid making any comment or criticism. Evaluation must be reserved for the debrief. At the same time the examiner must establish a friendly and relaxed atmosphere which will enable the candidate to demonstrate abilities fully. Conversations should be kept to a minimum except to advise the next exercise or to avoid a dangerous situation developing.

The examiner must ensure that each candidate is allowed adequate time to prepare and perform the manoeuvres required.

The examiner is expected to use good judgement when simulating any emergency or abnormal procedure having regard to local conditions and aircraft safety throughout.

The examiner may declare a section or item of test as not assessable under adverse weather conditions. However, he or she may need to consider why the candidate did not make their own decision regarding these problems.

Should the candidate fail any item which, either on its own or combined with other failed items, necessitates a complete re-test the examiner may intervene in the flight. However, examiners are to consider the implications before doing so, as the remaining flight may give the opportunity to reappraise an item and give time in which to ensure that the initial decision was soundly based.

Should the option to discontinue the flight be taken this is best managed by taking control of the aircraft, explaining the circumstances, and curtailing the flight. The candidate should be given the option to continue the flight for the purpose of assessing the remaining items but must be made to understand that subsequent performance will not affect the result of the test or assessment.

On the ground, before an instructor or examiner test is ended, the candidate must provide a debrief.

Examiners de-brief

The examiner should give the result, whether pass, partial-pass or fail. In the case of partial-pass or fail the candidate should be informed about the retest requirements. Ensure that this information is fully understood.

Do not labour the debrief. Keep it logical and keep to the salient points: it will have been a long session for the candidate! This is not an opportunity to demonstrate your superior knowledge but merely to identify any weak areas and to praise strengths.

For instructor and examiner candidates under test, the debriefing should include:

- Overall lesson plan/structure
- Instruction and flying accuracy, including mandatory exercises.
- Trainee involvement
- Accuracy and synchronisation of "patter"
- Trainee monitoring and fault analysis

Use similar techniques to debrief the long briefing followed by associated subjects. Concentrate on instructional techniques followed by technical content.

Do not get involved in argument about test result or conduct. Should there be a problem, refer the candidate to the appeal process.

The administration of each test or assessment is completed after any notification of failure or retraining requirement is advised, the form is signed by the candidate and any required licence action is completed by the examiner.

A.5 – Sample Briefing

Suggested text that can be used *is in italics*.

Weather general picture – does it look good enough for the assessment?

Establish the assessment requirement - establish exactly what is being assessed.

Review documents – Comply with BGA pilot certificate and medical requirements, required forms and course completion report as appropriate, aircraft documents, checklists as appropriate.

After introductions etc, *The purpose of today's activities is to assess your ability to give instruction both in the air and on the ground. I shall be assessing your < e.g. for instructor candidates > teaching technique, your flying ability and airmanship, knowledge of exercises and technical knowledge and finally your ability to analyse and correct student faults.*

Order of events to be determined by the examiner regarding weather, aircraft availability and launch capacity.

I propose that we will complete the flying exercises first after which we will debrief.

We will then take a short break after which we will cover some theory <as required>.

Finally, I will debrief you, make my overall assessment and complete the paperwork.

Any Questions?

Clarity in the Cockpit

Where instructor and examiner candidates are being assessed, the examiner has to 'play' the student pilot. There is an associated risk of confusion which could impact safety if not adequately briefed.

For clarity, during the test:

When you are the handling pilot during the test, please demonstrate good airmanship and decision making, and please assume any emergency, for example a launch failure or instrument failure, is real and take appropriate actions. If it is a test scenario, I will make that clear to you. I will be the Pilot in Command and therefore if I need to prompt or to take control, I will using the normal protocols.

We must both adopt an effective lookout scan, calling out any relevant threats. Before we take-off, you should identify the EC equipment and ensure we understand how to interpret it.

Where instructor and examiner candidates are being assessed, the examiner has to 'play' the student pilot. There is an associated risk of confusion. which could confuse the candidate.

If I ask you to "teach me" an exercise of manoeuvre, I want you to break down the exercise into its relevant parts, provide a lesson including standard airborne flight exercises and "patter", give me practice as a trainee, and note or correct any faults that I might have.

If I would like an exercise taught as part of a training scenario, I will make the scenario clear to you as part of the pre-flight briefing and during the flight I will make it clear when I am assessing and when I am not.

For the main flight exercise, I want you to teach me ...(nominate).... I will give you 15 minutes to prepare a pre-flight brief. In the air teach me this exercise and monitor me as a student. When I have seen enough of the exercise, I will nominate a secondary exercise in the air for you to teach me. For this exercise you can assume that I've done all the required training up to that exercise and that I've been briefed before flight.

After flight you will be required to de-brief me on my performance as a trainee pilot. Any questions?

Ground Exercise Briefing

Where instructor and examiner candidates are being assessed, the theoretical knowledge elements can grow out of proportion to the need without some guidance about what is expected.

I asked you to prepare a 20 minute or so long briefing on (subject). I will give you 10 minutes to get ready. (Ask for permission if others will be present). Be prepared to answer any question that may arise.

After the long brief (and the others if present have left), I will ask you some student questions on subjects chosen from the associated subjects. I will try to make them relevant and typical. Try to use these questions as a teaching situation and treat me as a student pilot. Use the board and any visual aids to illustrate your answers.

Remember that this is an opportunity to demonstrate your teaching skills and not just a test of knowledge.

Any questions?

B – Standardisation, Assessments and Tests

B.1 - BGA Regional Examiner Standardisation

BGA Regional Examiner Standardisation	
Who can test	BGA Senior Regional Examiner (SRE). Note – SRE may delegate to an RE
Requirements	Prepare the candidate and assess their ability to test candidates for the initial issue and renewal of a BGA instructor rating.
Form guidance	BGA Form 8 initial issue/re-issue or renewal. Sign the candidate's logbook entry.

Guidance to SRE's

The SRE should ensure that the candidate has prepared thoroughly for the standardisation and assessment, including reading relevant documents. The candidate is expected to have a good knowledge of the relevant requirements and know how to check published detail.

Introduction

Ensure the candidate is aware of the standardisation detail and how the SRE intends to complete the standardisation and assessment, including any timings.

Probe the candidate's knowledge of the following, encouraging thinking as an examiner rather than an instructor, and providing guidance/filling gaps in knowledge as required:

BGA examiner authorisations

- Limitations
- Validity
- Standardisation
- Who may test whom?

Examining techniques and the role of examiner

Flight test documentation and administration

- Full Rating assessment
- Completion courses
- Instructor renewals
- Instructor reinstatements
- Examiner insurance
- Candidates' personal data protection
- Appeals against conduct of flight tests and assessments.

Field Selection Tests, Field Landing Tests, GSTs and Navigation

- Purpose of these tests
- GST & Navigation schedules and formats
- GST & Navigation tolerances
- GST & Navigation standard
- Planning for tests

Conduct of Field Selection Tests, Field Landing Tests, GSTs, and Navigation

- Revalidation and renewal requirements
- Test schedules
- Oral examination
- Form handling

Examiner briefing format and techniques.

- Initial briefing
- Planning
- Main briefing – aide memoir
- Sample briefing by national coach or SRE
- Practice briefing by examiner candidate and review.

Conduct of Flight Exercises

- Examiner techniques in the air
- Handling of simulated emergencies and abnormal procedures
- Termination of flight test
- Repeat manoeuvres.
- Partial pass
- Incomplete tests

Actions after flight

- Debriefing techniques
- Flight test results
- Affected privileges following failure of skill test.
- Flight re-test requirements
- Re-training required.
- Completion of forms

Examiner acceptance assessment

The SRE is to assess the candidate Regional Examiner's ability to deliver a BGA instructor assessment.

B.2 - BGA Full Instructor Rating Assessment

BGA Full Instructor Rating Assessment	
Who can test	BGA Regional Examiner (RE)
Requirements	Assess the candidate's ability to: <ul style="list-style-type: none">• construct a lesson on the ground and to deliver it in the air to a very high standard, including fault finding.• effectively supervise pilots and the gliding operation• test a candidate for the award of the BGA Bronze or Cross Country Endorsement including theoretical knowledge testing.
Form guidance	BGA Full Instructor Rating AoC Record BGA Form 1 initial issue. BGA Form 2 renewal. BGA Form 6 MGIR initial issue. Sign the candidates logbook entry.

Guidance to REs

Supervision

While all instructors should be able to supervise, Full Rated instructors must have good understanding of supervisory issues, particularly those relating to:

- solo unqualified pilots
- introductory flights by BIs and IFPs
- first cross-country flights
- new experiences for any pilots, for example ridge flying.
- flight training

Ability to assess the BGA Bronze or Cross Country Endorsement

The following points should be covered when assessing the candidate's ability to test for the award of the BGA Bronze or Cross Country Endorsement including theoretical knowledge testing:

The limitations of Full Rated instructor examining privileges

Basic examining techniques

Knowledge of the Bronze Endorsement requirements

Theoretical knowledge

Knowledge of the Bronze General Skill Test requirements

- Purpose of test
- Skill test schedule and format
- Skill test tolerances
- Skill test standard
- Planning for the test

Conduct of Field Selection Tests, Field Landing Tests, GSTs, and Navigation – **note** that instructors are separately trained and assessed to assess navigation and field landing skills in motor gliders.

B.3 - BGA Bronze Endorsement Skills Test

BGA Bronze Endorsement Skills Test	
Who can test	BGA Full Rated Instructor (described here as the 'examiner')
Test requirements	<p>a) The candidate should demonstrate that they have carried out all necessary flight planning and should ensure that all equipment and documentation for the execution of the flight are on board.</p> <p>(b) The candidate should indicate to the examiner the checks and duties carried out. Checks should be completed in accordance with the flight manual or the authorised checklist or mnemonic for the sailplane on which the test is being taken.</p> <p>FLIGHT TEST TOLERANCE</p> <p>(c) The candidate should demonstrate the ability to:</p> <ol style="list-style-type: none"> (1) operate the sailplane within its limitations. (2) complete all manoeuvres with smoothness and accuracy. (3) exercise good judgment and airmanship. (4) apply aeronautical knowledge. (5) maintain control of the sailplane at all times in such a manner that the successful outcome of a procedure or manoeuvre is never seriously in doubt. <p>SECTION 1 PRE-FLIGHT OPERATIONS AND DEPARTURE Use of checks, airmanship (control of sailplane by external visual reference), look-out. Apply in all sections.</p> <ol style="list-style-type: none"> a) Pre-flight sailplane (daily) inspection and documentation, NOTAM, and weather briefing b) Verifying in-limit mass and balance c) Sailplane maintenance compliance d) Pre-take-off external and internal checks <p>SECTION 2 LAUNCH METHOD Note: at least for one of the two launch methods all the mentioned items are fully exercised during the skill test</p> <p>SECTION 2 (A) WINCH OR CAR LAUNCH</p> <ol style="list-style-type: none"> a) Signals before and during launch, including messages to winch driver b) Adequate profile of winch launch c) Simulated launch failure d) Situational awareness <p>SECTION 2 (B) AEROTOW LAUNCH</p> <ol style="list-style-type: none"> a) Signals before and during launch, including signals to or communications with tow plane pilot for any problems b) Initial roll and take-off climb c) Launch abandonment (simulation only or 'talk-through') d) Correct positioning during straight flight and turns e) Out of position and recovery f) Correct release from tow g) Appropriate look-out and airmanship through whole launch phase

	<p>SECTION 3 GENERAL AIRWORK</p> <p>a) Maintain straight flight: attitude and speed control b) Coordinated medium (30 ° bank) turns, look-out procedures and collision avoidance c) Turning on to selected headings visually and with use of compass d) Flight at high angle of attack (critically low air speed) e) clean stall and recovery f) Spin avoidance and recovery g) Full spin and recovery, spiral dive, and recovery h) Steep (45° bank) turns, look-out procedures, including appropriate use of EC, and collision avoidance i) Local area navigation and awareness</p> <p>SECTION 4 CIRCUIT, APPROACH AND LANDING</p> <p>a) Aerodrome circuit joining procedure b) Collision avoidance: look-out procedures, including appropriate use of EC c) Pre-landing checks d) Circuit, approach control and landing e) Precision landing f) Crosswind landing if suitable conditions</p>
Form guidance	Sign the relevant section of the candidates Bronze endorsement application form. Sign the candidate's logbook entry.
Admin.	Bronze Endorsement application form. Sign candidate's logbook entry.

BGA Bronze Endorsement Skill Test Flight Tolerances	
<p>The tolerances listed below are guidelines to be used as a basis for assessment in smooth air and an aircraft that the candidate is familiar. The examiner should make justifiable allowances where appropriate, e.g., turbulence and the type of aircraft flown. Candidates should be advised that they should simply fly to the best of their abilities, and not attempt to fly within these tolerances to the detriment of smooth handling. To quote the Bronze endorsement requirement in Laws and Rules:</p> <p><i>Assess that the candidate has the ability to operate the glider within its limitations, complete all manoeuvres with smoothness and accuracy, exercise good judgement and airmanship, maintain effective lookout, and maintain control of the glider at all times in a manner such that the successful outcome of a procedure or a manoeuvre is never seriously in doubt.</i></p>	
Flight Profile	As specified by the Examiner
Lookout	Maintains standard lookout techniques throughout the flight, and particularly prior to changing direction. Where FLARM is fitted, understands the information that is supplied.
Winch Launching / Auto-tow	<p>Speed during launch within declared/permitted speed range, with particular emphasis on minimum speed.</p> <p>Correct launch profile</p> <p>Appropriate lateral drift correction</p>

Aero-tow launching	<p>Eventualities plan and satisfactory knowledge of signals</p> <p>Well controlled take-off and position holding.</p> <p>Able to regain normal tow position from out of position</p>
Circuit	<p>Safe circuit</p> <p>Safe recovery from out of position/running out of height.</p> <p>Co-ordinated/balanced flight</p>
Straight glide	<p>+/- 10 degrees heading.</p> <p>Speed +15/-10 Knots (+allowance for turbulence) <i>subject to any pre-agreed minimum relevant to that phase of flight</i></p> <p>Good situational awareness (airfield location / height / other traffic etc)</p> <p>In trim after reasonable period.</p> <p>In balance.</p>
Turning / Co-ordination	<p>+/- 15 degrees bank angle accuracy</p> <p>Speed +10/-5 Knots (+allowance for turbulence)</p> <p>All turns safely coordinated</p>
Normal Approach and Landing	<p>Safe landing area selection</p> <p>Accurately flown approach – speed +10/-0 Knots (+allowance for turbulence)</p> <p>Held off landing.</p> <p>Land and stop within a defined area</p>
Crosswind approach and landing	<p>Accurate centreline tracking.</p> <p>landing straight and with no/minimal sideways drift.</p> <p>Accurate, straight rollout to controllable limits.</p>
Stalling including wing drop	<p>Recognition of symptoms.</p> <p>Standard recovery (or flight manual recovery)</p> <p>Correct use of controls.</p>
Spinning & Spiral Dives	<p>Recognition of symptoms.</p> <p>Standard recovery (or flight manual recovery)</p> <p>Correct use of controls.</p>

Winch Launch failures	Speed control throughout +15 / -0 Knots (+allowance for turbulence) Appropriate safe planning. Good coordination
Field landings	Consistent safe outcome Speed control as above.
Navigation	Effective preparation. Effective chart and compass navigation Effective GPS navigation including use of GPS moving map Safe and effective use of 'lost' procedures. Safe and effective diversion to another airfield or goal

Guidance to Examiners:

Recommended weather minima.

- High enough cloud base for stalling and spinning comfortably in the aircraft to be used.
- Smooth enough to be able to assess accurate speed control and approach control.
- Overall conditions do not provide masking of errors due to adverse conditions.

Check of paperwork

- Does the candidate comply with BGA medical requirements?
- Have they completed the training required by the BGA syllabus?
- Have they completed the relevant theoretical examinations?

Preparation for flight

Discuss the weather with the student, but make sure you do not help with sourcing the data or interpreting the weather conditions or NOTAMS. Use this as an opportunity to make sure they will be able to do this on their own, unaided.

Quiz the candidate on the local airspace and altimetry.

Talk through the exercises to be flown using this document.

Make sure they are referring to items in the Flight manual for the DI (even if they don't have it to hand).

Immediately pre-flight, watch for the candidate who may be nervous. It is fine to reassure them as required.

Flight test

During the test, make an objective assessment using the detail described in the above tables.

If the candidate makes a mistake, consider the consequences. For example - a couple of slips of rudder / aileron co-ordination upper air won't lead to disaster, but massively over ruddering the final turn might, and could result in the failure of that part of the flight. Continual poor coordination would result in a general fail.

Theoretical knowledge test

Test papers are available for download via the CFI's secure login.

Although it is normal to complete all the test sections/subjects in one sitting, to meet student pilot needs the test can be delivered in sections/subjects at the discretion of the invigilator, who must manage and document the full test through to completion.

B.4 - BGA Cross-Country Endorsement Test

BGA Cross Country Endorsement: Field Selection Test Field Landings Test Navigation Test	
Who can test	BGA Full Rated Instructor or MGIR with stages 2 and 3 (described here as the 'examiner')
Test requirements and guidance	<p>The BGA Cross-country Endorsement requirements are described in BGA Laws and Rules 'Gliding Certificate and Endorsements). Elements of the requirements to be completed during test(s) are listed below.</p> <p>Cross Country Endorsement Field selection and landing requirement</p> <p>The candidate must make a minimum of two successful approaches in a motor glider towards a field landing area selected by the candidate.</p> <p>To qualify for the Endorsement, the approaches must be flown without any assistance or prompting from the instructor who must be satisfied that the candidate has demonstrated an adequate level of judgement and skill.</p> <p>Cross Country Endorsement Navigation</p> <p>1. Purpose</p> <p>The purpose of the navigation is to ensure that the candidate is capable of navigating in the air by use of a map and compass as navigational aids and by use of a GPS moving map system. The moving map system will be "failed" during the test to ensure that the map and compass navigation can be utilised. The candidate must plan the flight with regard to airspace, navigation warnings and good airmanship.</p> <p>At the end the examiner must be confident that the candidate can plan a flight and safely navigate in the air.</p> <p>2. Task selection.</p> <p>A task should be set of at least 100km with a maximum of two turning points such that the second leg does not come any closer than 15km from the home airfield. The reason for this is to avoid a flat triangle with the home airfield as its centre. Choose a route that avoids task legs that simply follow line features such as motorways, railways etc as this is not a good test of the candidate's ability to navigate.</p> <p>3. Pre-flight preparation.</p> <p>The candidate should be given about one hour to prepare to fly the task; however, the length of time taken is not of great importance. During this time the candidate must obtain and be able to extract relevant information for the day from NOTAMS and weather forecasts.</p> <p>4. Turning points.</p> <p>The turning points used for the test do not need to be from the BGA list; however, they should be less than 150m across. For instance, a specific building or junction within a town should be used but not the town itself. When selecting turning points,</p>

if an obvious turning point is used (power station, reservoir etc) then a more challenging one should also be included.
Ideally, the test aircraft should fly into each TP 2.5 km radius barrel. However, there are certain circumstances when this will not be possible or wise, e.g. weather or potential noise issues.

On occasions the candidate can be within a few km of the TP but still be unable to specifically identify it. If this is the case, the examiner may point it out and continue with the test. This does not mean that the candidate has necessarily failed provided they are aware of their actual position to within 5km with respect to other nearby, identified landmarks.

5. Airspace

While the Examiner, as PIC, retains ultimate responsibility for avoiding controlled airspace, the candidate should take all actions necessary to ensure that the Examiner does not need to intervene. The examiner should stop the exercise prior to an infringement occurring, with such margin as may be necessary being at the discretion of the examiner and reasonable given the circumstances.

The candidate may hold a valid RT licence, in which case airspace may be penetrated provided that appropriate clearance or permission has been obtained and complied with.

Entering airspace such as Danger areas and Parachute drop zones demonstrates a distinct lack of airmanship. If the candidate attempts to enter such a zone without first checking its status (an RT licence is not required in order to ascertain the activity at a drop zone), the candidate will be deemed to have failed the test.

While the Examiner as PIC retains ultimate responsibility for ensuring that appropriate altimeter settings are used, the candidate should demonstrate correct procedures. If controlled airspace is about to be entered due to an incorrect altimeter setting, then the examiner should again abandon the test.

6. Getting Lost

It is not necessary to know precisely where we are all the time. However, we do need to know approximately where we are within margins appropriate for the satisfactory avoidance of airspace of other areas such as (e.g. danger/prohibited areas or, built-up areas,

Candidates will be under significant pressure during the test and even an experienced pilot could take some time before they are able to pinpoint precisely where they are. Because of this care should be taken when trying to ascertain the candidate's knowledge of their position. It may be better for the examiner to pick an obvious feature and see if the candidate can identify it. If the candidate flies over an obvious feature, ask them how far down the track leg they think they are. It is also good enough for a candidate to be able to pick out and identify a main feature within 10Km even if they cannot pinpoint their location precisely.

If the test is being carried out in a glider, then it is unlikely that you will be flying straight down the track line, which leads to the question how does the examiner know whether a candidate knows where he is going. As a rule, unless there is a good reason for diverting from track (Soaring conditions, bad weather or airspace) if a candidate heads off track by more than 45 degrees for more than 10 minutes

the examiner might assume that the candidate is disorientated. This situation should be left for as long as possible as candidates can often realise their mistake and rectify the situation.

If the flight becomes more than 20km off track the examiner can point this out and see if the candidate can recover the situation. The examiner should however still avoid telling the candidate where they are now unless they are totally disorientated in which case the test should be abandoned.

7. Use of a glider for the test

The purpose of the flight is to test the ability of the candidate to navigate. It is not a test of soaring ability.

A glider is arguably the best tool to use if testing an candidate's ability to navigate in gliders, but unfortunately it is not always the easiest or most convenient. If a glider is to be used it should be of sufficient performance to enable a proper assessment of a candidate's navigating ability. Using a low-performance (sub 35:1) glider may mean that too much time is spent thermalling and considering outlandings than actually assessing student navigation. This needs to be left to the judgement of the Examiner.

Opportunities are few and far between and a 'less than good' soaring day isn't a good reason to conduct a 'less than adequate' test. In addition, there is always a great temptation for the instructor to stay within his/her soaring/navigational comfort zone, thus spoiling the opportunity to discover any ability the candidate may have to recover from error.

Important considerations are as follows:

- a. The examiner needs to establish the minimum weather criteria (wind strength, cloud base, etc) under which it is fair and effective to conduct the exercise.
- b. The examiner is pilot in command. Any out-landing is the responsibility of the PIC.
- c. The examiner should establish a clear protocol for the transfer of handling during the flight (e.g. "I may take control in order to ensure that we remain airborne", "I will take control at any time when we need to switch from navigation to affecting a safe field landing").
- d. The examiner should not give cloud selection or any other form of advice during the flight - it is better for them to take control, deal with a situation or need (e.g. to climb) and then return control to the candidate.

8. Use of a motor glider for the test

The purpose of the flight is to test the ability of the candidate to navigate. It is not a test of motor glider operating ability.

Assessing ability to fly a heading down a track does not test the candidate's aptitude at navigating in a glider under soarable conditions. Instead, circling, soaring, either attempted or successful, significant changes in altitude, periods with the engine at idle and even field landing practice can be used to add realism, although the examining instructor must bear in mind the costs involved. 'Added realism' should be applied at least once per leg to realistically simulate glider cross-country conditions.

	<p>Important considerations are as follows:</p> <ol style="list-style-type: none"> The examiner needs to establish the minimum weather criteria (wind strength, cloud base, etc) under which it is fair and effective to conduct the exercise. The examiner is pilot in command. The PIC must always pay attention to engine and fuel management. Input during the course of this test should include adjustment of sink/climb (throttle) and indicating to the candidate location of 'thermals'. The candidate is to be assessed on their ability to deal with disorientation due to 'circling in thermals' and 're-establishment of navigation after getting low'. Should one of the failure criteria be breached, an immediate end may be called to the test so that no more expense than necessary is incurred. <p>9. Other notes</p> <p>A current chart, serviceable compass and a mounted GPS moving map system are essential for the flight and they must be the primary navigation tools. The GPS moving map system must be "failed" at some stage. The examiner should be able to take the GPS away at any point and the candidate should be able to tell within a 10Km circle where they are on a map.</p> <p>The examiner may ask the candidate to divert from the given task and return to the home airfield to test their in-flight flight planning abilities.</p> <p>10. Pass / Fail Criteria</p> <p>This is left to the judgement of the examiner however certain errors will normally result in further training being required:</p> <ol style="list-style-type: none"> Failure to read NOTAMs before the flight. Attempting to fly within airspace where clearance or permission is required but has not been obtained Getting lost and being unable to recover position. Being unaware at any time of the correct altimeter setting and its importance.
Admin.	Cross Country Endorsement application form Sign candidate's logbook entry

Guidance to examiners:

Weather minima

The examiner should ask the candidate to assist in assessing weather suitability for the test.

Preparation for flight

Ensure the candidate assesses NOTAMs without assistance by the Examiner.

Quiz the candidate on the marked chart including en-route airspace and altimetry.

Make sure they understand how to use the GPS navigation device.

Flight test

During the test, make an objective assessment using the detail described in the above table.

The examiner should take into consideration the candidate's familiarity with the aircraft type in use, particularly if it is a motor glider.

Simulated Field Landing Safety

Unless the correct precautions are taken, field landing training can:

- be hazardous.
- result in noise complaints
- result in allegations of low flying

All MGIR's are expected to be familiar with 'Managing Flying Risk - Motorgliders, self-launch, and self-sustainer sailplanes' and SERA for guidance.

B.5 - BGA Assistant Instructor Rating Test

BGA Assistant Instructor Rating Test	
Who can assess	BGA RE authorised by the SRE
Assessment requirements	<p>The RE should expect a sound standard of instruction of associated subjects. The candidate should display an adequate standard of teaching ability and be able to answer a broad range of student questions.</p> <p>Check that the training records indicate training is complete and that the candidate has been passed ready for test (BGA course completion certificate completed)</p> <p>Ground assessment: Deliver an approximately 20 min 'long' subject briefing with no less than 30 minutes notice and preparation time on the day. Candidates will be expected to answer a selection of questions posed by the examiner following their presentation including a focus on safety including safe instructing practices. Examples of 'long' briefing formats are a classroom setting, either one to one with the examiner or to a group, or instruction at the glider, eg. how to carry out a DI. Candidates should not be <i>required</i> to present to a group.</p> <p>Flight assessment: The candidate to prepare, brief and deliver a lesson plan, including the detailed components pertinent to each of the exercises to be covered, according to a scenario provided and briefed by the examiner. The examiner to role play the student. The examiner should assess the candidate's awareness of and ability to operate safely on the airfield, effectiveness as an instructor, teaching of safe launching techniques and stall/spin avoidance.</p>
Form guidance	<p>BGA assistant instructor AoC record</p> <p>BGA instructor form 1</p> <p>Sign the candidates logbook entry</p>

Guidance for BGA REs

Recommended weather minima.

- High enough cloud base for completing the test comfortably in the aircraft to be used.
- Smooth enough to be able to assess accurate speed control and approach control.
- Overall conditions that do not provide masking of errors due to adverse conditions.

Check of paperwork

- Is the candidates BGA Instructor Course Programme Completion Certificate signed and dated?
- Is the candidate's logbook up to date?

Preparation for flight

Discuss the weather with the student, but make sure you do not help with sourcing the data or interpreting the weather conditions or NOTAMS. Use this as an opportunity to make sure they do this on their own, unaided.

Quiz the candidate on the local airspace and altimetry.

Talk through the exercises to be flown, using this document. It is OK for the candidate to refer to the BGA Instructor Manual or reference cards on the ground.

Make sure the candidate refers to the AFM where appropriate.

Immediately pre-flight, watch for the candidate who may be nervous. It is fine to reassure them as required.

Briefings

The candidate should provide structured pre- and post-flight briefings using a whiteboard or similar. For example, immediately pre-flight, the examiner should expect a short three point briefing including Aim, TEM and flight briefing.

Flight test

During the test, make an objective assessment using the detail described in the above tables.

If the candidate makes a mistake, consider the consequences. For example - a couple of slips of rudder / aileron co-ordination upper air are acceptable but consistently failing to achieve the agreed standard is not.

Theoretical knowledge

The candidate will have repeated the Bronze theoretical knowledge test during an instructor course and should be expected to be able to support flight exercises with theoretical knowledge.

B.6 - BGA Motor Glider Instructor Rating (MGIR) Assessment

BGA Motor Glider Instructor Rating Assessment	
Who can assess	BGA RE who holds a BGA MGIR and a valid licence for the aircraft in use
Assessment requirements	<p>The MGIR is assessed and authorised in stages dependent on the candidate's experience (<i>see Laws and Rules 'Instructor Requirements'</i>).</p> <p>The candidate should:</p> <ul style="list-style-type: none"> • display an adequate standard of teaching ability and be able to answer a broad range of student questions • demonstrate their knowledge and capacity to safely operate the aircraft while instructing gliding exercises • state the limitations of the BGA MGIR • understand the Cross-Country Endorsement test requirements (see B.4). <p>Ground assessment: The candidate should be able to deliver briefings as required for the MGIR stage(s) being assessed for, ie:</p> <ul style="list-style-type: none"> • Gliding exercises carried out in a motor glider • Field selection • Field landing • Gliding navigation <p>Candidates will be expected to answer a selection of questions posed by the examiner on safe operating practices relating to the aircraft used and exercises flown, and in particular relating to field landing training.</p> <p>Flight assessment: The candidate should be able to deliver effective instruction including fault finding as required for the BGA MGIR stage(s) being assessed for, ie:</p> <ul style="list-style-type: none"> • Gliding exercises carried out in a motor glider • Field selection • Field landing • Gliding navigation <p>The examiner should assess the candidate's ability to assess a student pilot's ability to safely navigate, and to safely select and fly a field landing approach. See B.4 for details.</p>
Form guidance	BGA instructor form 6 for initial issue Sign the candidates logbook entry

Guidance for BGA REs

Safety

Unless the correct precautions are taken, field landing training can:

- be hazardous.
- result in noise complaints
- result in allegations of low flying

All prospective MGIR's are expected to be familiar with 'Managing Flying Risk - Motorgliders, self-launch, and self-sustainer sailplanes' and SERA for guidance.

BGA Cross-Country Endorsement test requirements

The examiner and the candidate should refer to section B.4 for test content details.

Weather

The candidate should be expected to assess weather suitability.

Preparation for flight

Quiz the candidate on airspace and altimetry to ensure that both are adequately understood.

Talk through the exercises to be flown. It is OK for the candidate to refer to the BGA Instructor Manual or other notes.

Ensure the candidate refers to the AFM where appropriate.

Ensure the candidate has adequate focus on aircraft preparation including fuel.

End.

