SFCL EXAMINING HANDBOOK

PART 1 - INTRODUCTION AND GENERAL

a. The purpose of this handbook is to provide a convenient reference for the conduct of tests, checks and assessment of competence conducted by examiners (FE(S)s) and demonstrations of competence conducted by FI(S)s qualified in accordance with SFCL.315(a)(7)

b. Source documents have primacy. Reproduction of text from them has been minimised. References are as published in UK-SFCL.

c. Roles within SFCL:

FE(S)			
Skill test	SPL initial issue (sailplanes excluding TMG, or TMG) Adding sailplanes excluding TMG, or adding TMG		
Proficiency check (voluntary)	SPL recency Cloud flying recency		
FE(S) qualified iaw SFCL.415(c)			
Assessment of Competence (AofC)	FI(S) initial issue FI(S) restoring recency (only if hours/launches missing)		
Examiner specially authorised by the CAA (normally SE(S)) or CAA Inspector			
AofC or Demonstration of Ability (DofA)	FE(S) initial issue FE(S) revalidation/ renewal	AofC DofA	SFCL.420(c) SFCL.460(b)(2)
FIC (coach) FI(S) who is qualified in accordance with SFCL.315(a)(7) and nominated by the head of training of an ATO or a DTO;			
Demonstration of Ability (DofA)	Instructing for TMG privileges Instructing for basic aerobatic, advanced aerobatic, or sailplane cloud flying, or sailplane towing, or banner towing Instructing for TMG flight at night Instructing for FI(S) certificate		SFCL.315(a)(4) SFCL.315(a)(5) SFCL.315(a)(6) SFCL.315(a)(7)

Within this handbook, the term ‘test’ is used for brevity for any of: Skill Test; Proficiency Check; Assessment of Competence or Demonstration of Ability. Similarly ‘examiner’ is used for either the FE(S) or FIC (coach) conducting a ‘test’.

e. Please tell the BGA about errors, omissions or proposals for extra material.

BGA SFCL Examining Lead c/o BGA Office office@gliding.co.uk

Part 2 – 'Sailplane excluding TMG': Skill Test or Proficiency Check

Summary

Purpose	SPL initial issue (Skill Test) SFCL.030; SFCL.145; Add 'Sailplane excluding TMG' (Skill Test) SFCL.150(e)(2) Recency (Proficiency check) SFCL.160
Who can test	FE(S) SFCL.415(a) Skill Tests only: examiner must be designated by the BGA ARA.FCL.205 Conflict of privileges SFCL.405 & GMs
Test format	As noted on SPL form AMC1 SFCL.145(a),(c)(1) & (d)(1)
Admin. process	Skill Test (initial issue or adding sailplane) Before: (training record must be available to the examiner) • details for avoiding conflict of privileges • TK completed • declared course fully completed • recommendation for test • examiner report form ready with applicant's details o NB fresh form for each attempt. • any previous report form(s) • if required, evidence of retraining During: • initial each passed item on the report form. • note as 'fail' any failed items. After: • check examiner report form completion. • a section is passed only if every item of it is passed (SFCL.145(d)) • copies for: o licence application o training record o applicant (if requested) o examiner's own record If fail or partial fail • Form SRG2129 to CAA SPL application (SFCL.145(d)) • If entire test has been successful within a single attempt, add the report form to the application. • 2 sections failed = no application • 2 report forms are needed, showing that all elements have been passed, if the 1st attempt:: o was incomplete, or o included a single section failed. Applicant's log book • 'Skill Test' or 'Proficiency Check' • Crew capacity 'PICUS' following a successful 'test' or 'PU/T' if unsuccessful or partial • Countersign with name, licence number and signature. Proficiency Check (for recency) Log book entry only, as above.

Recommended Weather minima	Visibility: Generally >6km, but not <3000m. Cloud: Not <1500' Wind: Within site limits

SPL 'Sailplane excluding TMG' Suggested Briefs

Initial

Put at ease (as far as possible)

- Does the weather look good enough?

In the brief I'll ask you to show me how you checked.

- We must check for the correct 'test': is this a:
    - Skill Test for you to get an SPL, or
    - Skill Test to add 'Sailplane excluding TMG' to an SPL, or
    - proficiency check to restore your recency?
- What launch type?

- Sorry, I have to ask for ID; driving licence is just fine (government issued)
- and medical

I am required to check the forms before we fly, so please could I have your:

- application form.
- training record (if skill test: must include recommendation by training organisation)
- log book

& if previous test attempts have been made

- previous test record
- subsequent training record, including fresh recommendation for the skill test.

Thank you; let's get back together at xx:xx"

Examiner's self-briefing:

- Own licence, examiner's certificate & recency all OK
- Glider suitable & serviceable & insured
- Notams
- Weather

'Sailplane excluding TMG' Main Brief

"Are you ready to go flying?
Great, that's the best bit!

This test has sections intended to simulate a practical flight.
It will not be a memory test; I'll simply tell you what I need to see.
No need to take notes, but do ask any questions as we go.

Once briefed, I'll ask to see your preparations, then we'll fly as many launches as we need to see all the items done"

Purpose "Our aim today is to convince me that you can fly as Pilot in Command of a glider"

"I shall need to see you fly safely, practically and smoothly, obeying rules & procedures.

I shall be the actual Pilot in Command, but will need to see you act as PIC throughout.
Please treat me as a passenger that you may ignore or, if you wish, engage in conversation.

I must not give you advice.

Throughout, you will be responsible for lookout and positioning within safe gliding range of the site. If you see another aircraft, tell me about it.

Please say your checks out loud.
I'll be asking questions as we go to confirm your understanding.

Don't get over anxious about tolerances that are published for our guidance.
We all make mistakes from time to time.
If you do make one, it is best to simply correct it, smoothly and without fuss, and get one with what you are about to do.

Please, what will be your:

- (car/winch only) minimum launch speed?
- speed when there is neither lift nor sink?
- target & minimum speed for the approach?

If you decide to use different ones, do tell me.

My plan is to see you:
Prepare yourself and the glider; please assume that this is the first flight of the day. (I may substitute with questioning)

Fly launches

- (car/winch only) I shall simulate launch failures by pulling the cable release.
- (self-launch only) I shall simulate engine failure by closing the throttle.

Fly straight & medium turns, rolling out towards specified features or compass headings

For slow flight, I shall ask you to show me:

- Straight and turning flight just a couple of knots above the stall speed
- Recovery from a variety of stalls. For each, I shall tell you what stage to recover at, or simply say "recover now".
- I shall, of course, need to see you carry out appropriate pre-stall checks.

Successful recovery from these will have demonstrated to me that you can avoid spins.

- Next, we shall need to do a spin itself. Entry is not assessed in this test, but would you be happy to enter a spin? (Alternative is for me to enter and then hand over control)
- When I tell you, recover from the spin.
- If you have heard nothing from me by 1,500 ft, take recovery action anyway.
- There is little time for talking when spinning, so please tell me now what your spin recovery technique will be.

Alternative for full spin: "As we can't do a full spin in the air today, we shall demonstrate your competence with a discussion after the flight"

All your recoveries should return to normal gliding without excessive height loss.

Finally, before returning to the circuit, I shall ask you to fly steeper turns – about 45°AOB.

After all these distractions, please make sure that we join the circuit at an appropriate height.
I need to see you fly circuits with normal checks, at normal speeds and with appropriate decisions to put yourself in a position for a normal approach.

For each approach you will need to choose an appropriate touch down area, just like normal.

For the precision landing I shall nominate one.

Throughout our flying, if anything should go wrong, please deal with it.
Believe me, I would be watching closely, might offer advice and may even take over, but please don't rely on me doing either. If we get to that stage, we shall be dealing with a real world problem, not testing.
(car/winch & self-launch only) Other than launch failures, I shall not simulate any other emergencies.

Do you understand what I shall ask you to do and have you practised it all?
Any questions?

Right, please now show me your preparations; for weight & balance, my weight is ___lbs/kg.

Ask questions about:

- Aircraft documentation
- Notams
    - Obtained appropriate brief
    - Correct identification of threats
    - Other questions as appropriate
- Weather
    - Obtained appropriate brief
    - Correct identification of threats
    - Other questions as appropriate
- Normal and abnormal operation of the glider

Let's go fly!

c. SPL 'Sailplane excluding TMG', Suggested Debriefs

Don't forget the full spin discussion, if it has been needed, before deciding the test result.
There are no published tolerances for 'sailplane excluding TMG'.

Pass

- Congratulations!
- Administer encouragement or admonishment
- Offer optional minor points summary

Paperwork
- Countersign candidate's log book as PICUS
- Complete report/ application form
- Make sure both you and the applicant have both signed
- Keep copies of everything

END

Partial Pass

Do not get involved in argument about test result or conduct.
If there is a problem, keep a detailed record & tell the BGA Examining Lead.

"I am not yet able to sign up a full pass."
Section ___ was not successful because _____ (keep it short and factual)

To achieve a full pass we shall need to see you fly this Section successfully.
(plus whatever flying is needed to get in a position to do so)

I have indicated on the form the items which I could not see successfully achieved and made either recommendations or requirements for you to achieve success.
The CAA keep an eye on me by looking at partials and so require a copy.

Do you understand:
- why this Section was not successful?
- what you will need to do to achieve success at the next test?
- the retraining recommendation or requirement?"

Offer optional minor points summary.

Paperwork:
- Countersign candidate's log book as PU/T
- Complete report/ application form
- Make sure both you and the applicant have both signed
- Keep copies of everything

END

Fail

Do not get involved in argument about test result or conduct. Should there be a problem, inform the chairman of the BGA Examining & Instructor Committee or BGA Examining Lead (both available via BGA office); record details & actions.

"I am not yet able to sign up a pass.

"Sections __ & __ were not successful because _____ (keep it short and factual)

To achieve a pass we shall need to see you fly an entire Skill Test successfully.

I have indicated on the Examiner Report the items which I could not see successfully achieved and made either recommendations or requirements for you to achieve success.

The CAA monitor me: we must send them a form SRG2129 to CAA.

You have the right to appeal against the conduct of this test.
Details on how to do this are in Section 3.8 of the CAA Flight Examiner Handbook and Regulation 6(5) of the CAA Regulations 1991.

Do you understand:

- why these sections were not successful?
- what you will need to do to achieve success at the next test?
- the retraining recommendation or requirement?
- that you have the right to appeal?

Offer optional minor points summary.

Paperwork:

- Countersign candidate's log book as PU/T
- Complete report/ application form
- If fail, or partial fail, SRG2129 to CAA
- Make sure both you and the applicant have signed
- Keep copies of everything

END

NOTES:

Spin If no suitable training aircraft is available to demonstrate the fully developed spin including spin recovery, or if such spin manoeuvres cannot be performed due to bad weather constraints, the applicant should demonstrate the competence in all the aspects related to this exercise during a discussion with the examiner.
(AMC1 SFCL.145(d)(1)(3f) Spin avoidance and recovery)

Self-Launch As engine running with the throttle closed should be minimised in self-launch sailplanes with two-stroke engines (oil supply requirement), the applicant should demonstrate competence in item 2Ce - simulated engine failure after take-off – during a discussion with the examiner.
(BGA requirement)

Part 3 – TMG: Skill Test or Proficiency Check

Summary

Purpose	SPL initial issue (Skill Test) Add TMG (Skill Test) Recency (Proficiency check)	SFCL.030; SFCL.145; SFCL.150(b)(2) SFCL.160
Who can test	FE(S) *designation process (initial issue only)* Conflict of privileges	SFCL.415(a) or (b) *TBN* SFCL.405 & GMs
Test format	As noted on SPL form	AMC1 SFCL.145(a),(b), (c)(2) & (d)(2)

Admin. process	Before:
	(training record needs to be available to the examiner)
	• details for avoiding conflict of privileges
	• TK completed
	• flying training completed
	• recommendation for test
	• second or subsequent test:
	  ○ previous report form(s)
	  ○ if required, evidence of retraining
	
	During:
	• initial each passed item on the test form.
	• note as 'fail' any failed items.
	
	After:
	• check skill test report form completion. A section is passed only if every item of it is passed (SFCL.145(d))
	• signed by both examiner and applicant
	• copies for:
	  ○ licence application
	  ○ training record
	  ○ applicant (if requested)
	  ○ examiner's own record
	
	If fail or partial fail
	• Form SRG2129 to CAA
	
	SPL or TMG extension application (SFCL.145(d))
	• If entire test has been successful within a single attempt, add the test form to the application.
	• 2 sections failed = no application
	• 2 report forms are needed, showing that all elements have been passed, if the 1st attempt::
	  ○ was incomplete, or
	  ○ included a single section failed.
	
	Applicant's log book
	• 'Skill Test' or 'Proficiency Check'
	• Crew capacity 'PICUS' following a successful 'test' or 'PU/T' if unsuccessful or partial
	Countersign with name, licence number and signature.	

Recommended Weather minima	Visibility: Generally >6km, but not <3000m. Cloud: Not <1500' Wind: Within site limits

Suggested Briefs

TMG Initial

Put at ease (as far as possible)

- Does the weather look good enough? In the brief I'll ask you to show me how you checked.
- We must check for the correct 'test': is this a:
    - Skill Test for you to get an SPL, or
    - Skill Test to add TMG privileges to an SPL, or
    - proficiency check to restore your recency?

- Sorry, I have to ask for ID; driving licence is just fine (government issued)
- and medical

I am required to check the forms before we fly, so please could I have your:

- application form.
- training record (if skill test: must include recommendation by training organisation)
- log book

& if previous test attempts have been made

- previous test record
- subsequent training record, including fresh recommendation for the skill test.

The route I'd like us to fly today is: A …B …C …
To give you planning time, let's get back together at xx:xx"

Text From BGA TMG Syllabus

In compliance with CAA policy that GPS use should be encouraged, the BGA encourages this sequence for any navigation:

Pre-flight:
Prepare headings and times for cross checking with GPS and map.
Mental rules of thumb are often adequate for this; 'wiz-wheel' use is not required.

Before start (assuming fixed GPS)
Enter route & cross check; check up to date airspace; check adequate power supply

Before take-off:
Confirm sensible indications

In-flight:
Without compromising lookout, sensible, effective use of GPS throughout, except when GPS failure being taught/ practiced
Appropriate cross checking with map and prepared headings/ times

Examiner's own self-briefing:

- Own licence, examiner's certificate & recency all OK
- Glider suitable & serviceable & insured

- Notams
- Weather

TMG Main Brief

"Are you ready to go flying?
Great, that's the best bit!

This will not be a memory test; I'll simply tell you what I need to see.
No need to take notes, but do ask any questions as we go.

Once briefed, I'll ask to see your preparations, then we'll go and do it"

Purpose "Our aim today is to convince me that you can fly as Pilot in Command of a TMG"

"I shall need to see you fly safely, practically and smoothly, obeying rules & procedures.

I shall be the actual Pilot in Command, but will need to see you act as PIC throughout.
Please treat me as a passenger that you may ignore or, if you wish, engage in conversation.
I must not give you advice.

Throughout, you will be responsible for lookout and navigation.

Please say your checks out loud.
I'll be asking questions as we go to confirm your understanding.

Don't get over anxious about the tolerances that are published for our guidance.
We all make mistakes from time to time.
If you do make one, it is best to simply correct it, smoothly and without fuss, and get one with what you are about to do.

Please, what will be your:
- Cruising speed?
- Approach speed?

If you decide to use different ones, do tell me.

My plan is to see you:
- Prepare yourself and the TMG; please assume that this is the first flight of the day. (I may substitute with questioning)
- Fly the route. At some stage I may simulate:
    - poor weather, or some other reason to go off track
    - gps failure
    - a need to divert to another site
- Please deal with each of these realistically, using whatever actual conditions and navigation equipment is not affected by my simulation. Keep going until we reach our destination or diversion or I indicate otherwise.

Next, airwork:
- straight flight & medium turns, rolling out towards specified features or compass headings.
- Steeper turns – about 45°AOB.
- Slow flight, when I shall ask you to show me:
    - Straight and turning flight just a couple of knots above the stall speed
    - Recovery from a variety of stalls. For each, I shall tell you what stage to

recover at, or simply say "recover now".
    - I shall, of course, need to see you carry out appropriate pre-stall checks.
- All your recoveries should return to normal flight without excessive height loss.

I may simulate an emergency; deal with this as realistically as possible with, please, touch drills.

When I ask you to return to the site, please join the circuit normally.
We shall then need to see you fly circuits with normal checks, speeds and approaches.

For each approach you will need to choose an appropriate touch down area, just like normal. For the precision landing I shall nominate one.

Throughout our flying, if anything should go wrong, I suggest that whoever has their hand on the stick should deal with it.
Believe me, I would be watching closely, might offer advice and may even take over, but please don't rely on me doing either. If we get to that stage, we shall be dealing with a real world problem, not testing.

Do you understand what I have asked you to do and have you practised it all?
Any questions?

Right, please now show me your preparations; for weight & balance, my weight is ___lbs/kg.

Ask questions about:
- Aircraft documentation
- Notams
    - Obtained appropriate brief
    - Correct identification of threats
    - Other questions as appropriate
- Weather
    - Obtained appropriate brief
    - Correct identification of threats
    - Other questions as appropriate

Normal and abnormal glider operation of the gliderTMG.

Let's go fly!

TMG Theoretical Knowledge

For the demonstration of theoretical knowledge required by SFCL.150(b)(2), the examiner should ask suitable questions, spoken or written. These can be taken from:

- Normal training resources
- BGA TMG TK questions, available through a Club Head of Training
- The examiner's own devising

A pass is achieved if the examiner considers that the applicant's level of knowledge in every one of the five subjects is adequate.

Suggested Debriefs

Follow the advice for ‘Sailplane excluding TMG’

Tolerances AMC1 SFCL.145(c)(2):

In the case of skill tests in TMGs, the following limits are for general guidance. The FE should make allowance for turbulent conditions and the handling qualities and performance of the TMG used:

(i) height: normal flight ± 150 ft

(ii) speed:

(A) take-off and approach +15/-5 knots

(B) all other flight regimes ± 15 knots

Part 4 – Sailplane Cloud Flying

Summary

Purpose	SCF recency proficiency check (voluntary)	SFCL.215(f)(1)
Who can check	FE(S) with SCF privileges	SFCL.415(a)
Test format		AMC1 SFCL.215(b),(c)&(d)
Admin.	Log book entry 'Proficiency check for cloud flying recency'	

SCF Suggested Briefs

Initial

Put at ease (as far as possible)

- Does the weather look good enough? In the brief I'll ask you to show me how you checked.
- This will be a proficiency check to restore the recency of your sailplane cloud flying privileges
- Which glider (& launch type) will we be using?
- Please could I have your log book; I need to see the entry that confirms SCF training completed and shall need to make an entry when we've finished

Thank you; let's get back together at xx:xx"

Examiner's self-briefing:

- Own licence, examiner's certificate & recency all OK
- Glider suitable & serviceable & insured
- Notams
- Weather

SFC Main Brief

"Are you ready to go flying?
Great, that's the best bit!

This will not be a memory test; I'll simply tell you what I need to see.
No need to take notes, but do ask any questions as we go.

Once briefed, I'll ask to see your preparations, then we'll fly as many launches as we need to see all the items done"

Purpose: "Our aim today is to convince me that you can fly a glider in cloud"

"I shall need to see you fly safely, practically and smoothly, obeying rules & procedures.

I shall be the PIC.
The test will start when I ask you to put the Foggles (or whatever) on and finish when I ask you to take them off.

During the test part

- I shall be responsible for lookout, but need to see you act as the PIC, including responsibility for navigation.
- Please treat me as a passenger that you may ignore or, if you wish, engage in conversation.

- I must not give you advice.
- Throughout our flying, if anything should go wrong, please deal with it. Believe me, I shall be watching closely, might offer advice and may even take over, but please don't rely on me doing either.
- I shall not simulate any emergencies.

I shall tell you, item by item, what I want you to show me:

- straight flight;
- turning;
- achieving and maintaining heading;
- return to straight flight from steeper angle of bank;
- position fixing using GPS and aeronautical charts;
- position estimating using DR;
- basic cloud escape manoeuvre/unusual attitude;
- advanced cloud escape manoeuvre on nominated heading.

I shall need to be sure that you are flying by sole reference to the instruments.
Don't get over anxious about the tolerances that are published for our guidance.
We all make mistakes from time to time.
If you do make one, it is best to simply correct it, smoothly and without fuss, and get on with what you are about to do.

Please, for the dead reckoning, what wind do you plan to use?

Before and after the test please maintain normal lookout.

Do you understand what I shall ask you to do and have you practised it all?
Any questions?

Let's go fly!

Editor's reminder (intended to be included in this handbook during the early days of this regulated qualification):

Basic cloud escape manoeuvre/unusual attitude:
- open airbrakes & hold stick central until clear of cloud

Advanced cloud escape manoeuvre on nominated heading.
- open airbrakes & hold stick central until glider adopts modest attitude
- then, normal scan until heading achieved

Part 5 – Flight Instructor (Sailplanes)

Summary

Purpose	Initial issue SFCL.345 Restoring recency SFCL.360(d) Privilege to instruct for TMG, aeros, cloud flying, towing SFCL.315
Specified 'test' & who can do it.'	Initial issue or restore recency: AofC by FE(S) with SFCL.415(c) FI(S) privileges: DofA by FIC (coach)
Test format	AofC specified in AMC1 SFCL.345 & AMC2 SFCL.345 Nothing specified in the regulation for DofA format. Both AofC and DofA should give the candidate FI(S) an opportunity to show the competencies needed for effective airborne instruction, as noted in SFCL.325. The candidate FI(S) should be asked to teach an appropriate lesson, as noted in the sample brief (below). The FE(S) or FIC (coach) should specify a short, simple lesson that offers the opportunity to exercise the competencies, role play the part of trainee and curtail the lesson as soon as an assessment can be made. Only a sample of the candidate's instruction is required; complicated or long lessons are not appropriate, nor is there any need to cram as many 'exercises' as possible into a flight.
Admin. process	Before: (training record needs to be available to the examiner) • details for avoiding conflict of privileges • training completed During: Annotate FI(S) Form (available from gliding.co.uk): After: complete form & distribute: • candidate • candidate's training record • CAA via BGA for SPL issue or privilege addition • Examiner's own records If fail or partial fail • Form SRG2129 to CAA Applicant's log book • 'Assessment of Competence' or 'Demonstration of Competence' • Crew capacity 'PICUS' following a successful 'test' or 'PU/T' if unsuccessful or partial Countersign with name, licence number and signature.

FI(S) Suggested Briefs

Initial

- Put at ease (as far as possible)
- "Does the weather look good enough?
- What 'test' is required? What launch type?

- Have you got a lecture on xxxxxxxxx prepared?
- “Sorry, I have to ask for ID; your driving licence is just fine (government issued)”
- And medical

I am required to check the forms before we fly, so please could I have your:
- licence
- log book
- application form.
- training record
- log book

& if previous test attempts have been made
- previous test record
- subsequent training record, including fresh recommendation for the skill test.

Purpose.
“Our aim today is to convince me that you can give instruction for the appropriate privileges to a trainee pilot both in the air and on the ground. Assessment is on the aspects published in Part-SFCL”

Plan for the day
There are four items we need to cover; I’ll brief separately
- your own flying
- airborne instruction
- (FI(S) initial & renewal only) lecture
- TK questions

They will be followed by my debrief.
The order I’d like to do them today is ……

Your Own Flying

I shall be the Pilot in Command, but will need to see you act as the instructor and thus PIC.
We shall need to see you fly safely, practically and smoothly, obeying rules & procedures, with convincing demonstrations.
Throughout, you will have the normal PIC responsibilities for lookout, navigation and keeping the glider within safe gliding range of the airfield. If you see another aircraft, tell your student (me) about it.

Should anything should go wrong, I recommend that whoever has their hand on the stick at the time deals with it.
Believe me, I shall be watching closely, might offer advice and may even take over, but please don’t rely on me doing either. If we get to that stage, we shall be dealing with a real world problem, not testing.
If I simulate an emergency, I shall make that clear. Please deal with it as an instructor.

Don’t get over anxious about the tolerances that are published for our guidance.
We all make mistakes from time to time.
If you do make one, it is best to simply correct it, smoothly and without fuss, and get one with what you are about to do.

Please, what will be your:
- (car/winch only) minimum launch speed?
- speed when there is neither lift nor sink?
- target & minimum speed for the approach?

If you decide to use different ones, do tell me.

For weight & balance, my weight is ___lbs/kg.

Airborne Instruction

< Either now, or later today> we shall discuss the process of deciding exactly what a trainee needs to be taught during a particular flight.

For now, I'll cut that short and nominate a small lesson:
I'd like you to teach me xxxxxxxxx and, towards the end of our flying session, a few supplementary exercises.
I shall need to see you take your student (me) through the short brief, airborne teaching and debrief for the main lesson.

Please treat me as an average student pilot. I intend to make clear when the student starts and stops and to minimise these role changes. If you are in doubt please treat me as a student. Do assume that I have completed everything up to today's lesson, including whatever pre-lesson study you prescribed.

Let's make sure we are clear about terms:

Demonstrate: fly the exercise as a demonstration of flying skill.
Patter: (what the BGA calls an exercise) talk through as you fly the manoeuvre or exercise, bringing out any relevant teaching points but without breaking the exercise down into a lesson or giving student practice.
Teach break down the exercise into its' relevant parts and devise a lesson giving me practice as a student and noting or correcting any faults that I might have.

If you want to use notes in the air, please do, but they should help, not detract from, your flying and instruction.

(FI(S) initial and renewal only) **Lecture**

This topic and format, please _____ .
(note below)

Separately, I shall ask you some student questions on subjects chosen from the theoretical knowledge subjects and flying syllabus, all relevant to typical flying problems. Please use these questions as a teaching situation, treating me as a student pilot and using any visual aids you like - an opportunity to demonstrate your teaching skills; not just an assessment of knowledge.

TK Questions
These will be appropriate to the privileges you intend to instruct.
END

Examiner's own self-briefing:

- Own licence, examiner's certificate & recency all OK.
- Glider suitable & serviceable & insured
- Notams
- Weather

Lecture component AMC2 SFCL.345(b)(1)
Examples formats which meet the requirement for a lecture:

- Class room setting to an audience of glider pilots
- One to one explanation of how to obtain and understand met and/or notams
- Instruction, at the glider, of how to DI, or rig, or de-rig

Definition from Oxford Dictionaries
Lecture; noun: an educational talk to an audience, especially one of students in a university:

FI(S) Suggested debrief

Brief!
Do not get involved in an argument about assessment, result or conduct. Should there be a problem record details & actions and contact the BGA Examining Lead

Result
Give the result first (if the result is a marginal pass you may wish to debrief the marginal aspect first to give impact before announcing the pass).
If one Section is failed, assess as a Partial Pass and detail reassessment requirements:
Further training may be recommended after a partial pass or a fail.

FI(S)'s Own Flying

Airborne Instruction
Pre-flight brief:
- Overall presentation leading to layout, use of colour, use of visual aids, use of diagrams, neatness/clarity of writing.
- Instructional technique; manner, stance, eye contact, involving student, clarity of speech and explanations.
- Technical content; sequence of exercise, factual errors, breakdown of lesson/lesson plan, omissions.

Main and secondary exercises:
- Overall lesson plan/structure.
- Instructor demonstrations and flying accuracy.
- Student involvement.
- Accuracy and synchronisation of 'patter'.
- Student monitoring and fault analysis.

Instructor debrief of his 'student'.

TK Questions
Concentrate on instructional technique followed by technical content. This is not an opportunity to demonstrate your superior knowledge but merely to identify any weak areas and to praise strengths.

Lecture
END

Part 6 – Flight Examiner (Sailplanes)

Summary

Purpose	FE(S) initial AofC FE(S) revalidation DofA FE(S) renewal AofC SE(S) initial/ revalidation/ renewal	SFCL.445 SFCL.460(b)(2) SFCL.460(d) & 445 Authority arrangements
Who can assess	All: CAA Inspector or SE(S) Do note	SFCL.445; 460(b)(2) SFCL.405
Test format	Observing or role play events based on the 'test' for which the authorisation is sought iaw AMC1 SFCL.460(b)(2) SPL Although it may be possible to assess an actual test with a genuine candidate, the BGA is reluctant to see the extra stress that this involves for a candidate applying for an SPL. FI(S) A genuine instructor could be a test candidate, provided s/he agrees. FE(S) Brief, conduct and assess a skill test with the SE(S) as dummy candidate. SE(S) Brief, conduct and assess an assessment with roles as agreed by all concerned. Assessments with dummy candidates can be carried out in a suitable simulator.	

Admin:	Initial issue of FE(S):
	• Apply to CAA via BGA
	• Once Authority approval has been granted, examiner standardisation course SFCL.430
	• AofC
	
	Revalidation/ renewal of FE(S) & SE(S)
	Send three items together to BGA office:
	• Seminar certificate
	• AofC or DofA report (TS10)
	  ○ SE(S) re-issue (SRG1820B), or
	  ○ FE(S) Issue/ re-issue/ variation (SRG1128)
	
	Examiners should organise their own revalidation or renewal. BGA office routines are available to help.	

FE(S) Suggested Briefing

"Please can we confirm that this will be for:
- initial issue/renewal/revalidation of a
- SE(S)/FE(S) certificate?

We should already have agreed:
- the sailplane or simulator to be used, and
- live or dummy candidate.

I would like you to conduct an …….. (test/check/assessment) ,
with this scenario …….

My role is to observe, leaving you free to conduct it all unhindered.

Once you have finished debriefing your ‘candidate’ and completed your paperwork we shall take a break then regroup for me to debrief you and complete my paperwork.

Any Questions?”
END

Examiner Checklists

SE(S)	Correct assessment? Own flying preparations
Applicant Examiner	ID Licence Log book Examiner Authorisation Application (SRG1128) TS10 Forms appropriate to the ‘test’ (revalidation/renewal/extension only) Examiner Certificate (initial issue only) CAA Approval to train Standardisation Course Completion Certificate

Roles

On certain examiner certification profiles it may be necessary to use a dummy candidate. This may be the testing examiner him/herself or another senior examiner. The dummy must act as a candidate in all respects and should have available the relevant paperwork to show the examiner applicant when requested. During the flight it is important that the candidate makes some errors (whether by accident or design is immaterial) so that the examiner applicant can demonstrate understanding of duties by observing, exercising judgment, assessing, debriefing, determining retest or retraining and completing paperwork. A 'PASS' with no errors would prove very little. The dummy must not make the mistakes too subtle, nor set traps, but simply replicate a marginal candidate (thus the dummy himself needs to be an experienced examiner).

Where a dummy is used, the examiner applicant must be briefed that he should conduct the test as though he had a genuine candidate and should make moves to terminate the test early if this would have been an appropriate course of action in the real case. The supervising examiner may override this decision if necessary.

During the briefing, leaving and re-entering the room as appropriate can be surprisingly helpful in clarifying who is portraying what.

Part 7 – General guidance for examiners

a. To ensure compliance with SFCL.405, and associated GMs, examiners should ensure that they have not certified more than 50% of the syllabus completion statements.

b. Limits are for general guidance, based on normal flying conditions of slight turbulence. They should be adapted to make allowance for actual conditions and the handling qualities of the sailplane used. Any pass/fail assessment must be based on tolerances specified in the AMC.

Occasional excursions outside these limits are not, by themselves, cause for failure, provided they are:

- not safety critical, and
- corrected promptly and smoothly.

An applicant, however, who does not meet speed requirements is unlikely to be of licence standard.

Test requirements will be met only if the applicant:

- maintains good lookout (including use of electronic conspicuity), and
- flies predominately in trim and co-ordinated, and
- corrects inaccuracies or errors promptly and smoothly

c. An examiner may declare a section or item of test as not assessable due to weather conditions or sailplane unserviceability. However, he/she may need to consider why the applicant did not make his/her own decision or take action when confronted with these problems.

d. **CAA Examining Advice**

Sailplane examiners should note the advice on testing and assessment contained in the CAA's Flight Examiner Handbook. In particular:

3.3 Repeat manoeuvres
3.4 Test termination/ incomplete test
3.5 Assessment
3.8 Regulation 6 appeals
APPENDIX 11 – Fitness of Character Policy Framework
APPENDIX 12 - THE EU GENERAL DATA PROTECTION REGULATION: RESPONSIBILITIES OF EXAMINERS.

The CAA examiner handbook is a free download from:
http://publicapps.caa.co.uk/docs/33/Flight%20Examiners%20Handbook%20March%202020.pdf