

Examiner Seminar 2026 - 2028

Agenda - Examiner Seminar 2026 - 2028



- Introduction
- The 9 Competencies
- TEM - with reference to the FEM
- Variations in competencies
- Competence based development
- Appendix 9 requirements
- Facilitated approach to checking and testing
- Case study A320 (fixed wing)
- Case study AW139 (helicopter)
- Delivering a failed check or test – how?
- Summary and questions?

Setting the Environment (FEM)

11.0 CONDUCT OF THE TEST

11.1 Examiner Behaviour:

The Examiner **should encourage** a friendly and relaxed atmosphere to develop both before and during a test to enable the candidate to fully demonstrate their abilities. A negative or hostile approach should not be used. During the test, the examiner should avoid negative body language, comments or criticisms and all assessments should be reserved for the debriefing.

The performance of a Candidate under test conditions will often be adversely affected by some degree of nervous tension, but the Examiner can do much to redress the balance in their favour by the adoption of a friendly and sympathetic attitude. Any suggestion of haste during briefing should be avoided and the Candidate should be encouraged to ask as many questions as they wish at the conclusion of each section. Clear and unhurried instructions at this stage will not only serve to put the Candidate at his ease but will ensure the test proceeds smoothly and without unnecessary delay.

Examiners are responsible for improving all training and flight instruction in ATOs/DTOs by feeding back information on items or sections of tests that are most frequently repeated or failed. They must also assist in maintaining and, where possible, improving air safety standards by displaying good airmanship and flight discipline during tests. An Examiner should not re-examine a failed candidate without the agreement of the candidate.

The 9 Competencies

Situation Awareness (SAW)
Perceives, comprehends and manages information and anticipates its effect on the operation

- (SAW01) Monitors and assesses the state of the airplane and its systems
- (SAW02) Monitors and assesses the airplane's energy state, and its anticipated flight path
- (SAW03) Monitors and assesses the general environment as it may affect the operation
- (SAW04) Validates the accuracy of information and checks for gross errors
- (SAW05) Maintains awareness of the people involved in or affected by the operation and their capacity to perform as expected
- (SAW06) Develops effective contingency plans based upon potential risks associated with threats and errors
- (SAW07) Responds to indications of reduced situation awareness

Problem Solving and Decision Making (PSD)
Identifies precursors, mitigates problems and makes decisions

- (PSD01) Identifies, assesses and manages threats and errors in a timely manner
- (PSD02) Seeks accurate and adequate information from appropriate sources
- (PSD03) Identifies and verifies what and why things have gone wrong, if appropriate
- (PSD04) Perseveres in working through problems whilst prioritizing safety
- (PSD05) Identifies and considers appropriate options
- (PSD06) Applies appropriate and timely decision-making techniques
- (PSD07) Monitors, reviews and adapts decisions as required
- (PSD08) Adapts when faced with situations where no guidance or procedure exists
- (PSD09) Demonstrates resilience when encountering an unexpected event

Leadership and Teamwork (LTW)
Influences others to contribute to a shared purpose. Collaborates to accomplish the goals of the team

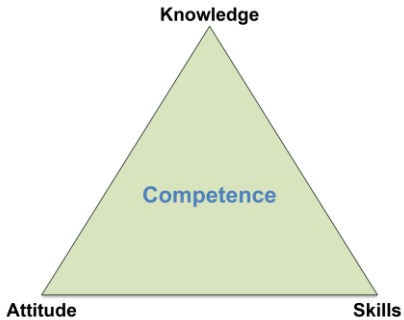
- (LTW01) Encourages team participation and open communication
- (LTW02) Demonstrates initiative and provides direction when required
- (LTW03) Engages others in planning
- (LTW04) Considers inputs from others
- (LTW05) Gives and receives feedback constructively
- (LTW06) Addresses and resolves conflicts and disagreements in a constructive manner
- (LTW07) Exercises decisive leadership when required
- (LTW08) Accepts responsibility for decisions and actions
- (LTW09) Carries out instructions when directed
- (LTW10) Applies effective intervention strategies to resolve identified deviations
- (LTW11) Manages cultural and language challenges, as applicable

Workload Management (WLM)
Maintains available workload capacity by prioritizing and distributing tasks using appropriate resources

- (WLM01) Exercises self-control in all situations
- (WLM02) Plans, prioritizes and schedules appropriate tasks effectively
- (WLM03) Manages time efficiently when carrying out tasks
- (WLM04) Offers and gives assistance
- (WLM05) Delegates tasks
- (WLM06) Seeks and accepts assistance, when appropriate
- (WLM07) Monitors, reviews and cross-checks action conscientiously
- (WLM08) Verifies that tasks are completed to the expected outcome
- (WLM09) Manages and recovers from interruptions, distractions, variations a failures effectively while performing tasks

Communication (COM)
Communicates through appropriate means in the operational environment, in both normal and non-normal situations

- (COM01) Determines that the recipient is ready and able to receive information
- (COM02) Selects appropriately what, when, how and with whom to communicate
- (COM03) Conveys messages clearly, accurately and concisely
- (COM04) Confirms that the recipient demonstrates understanding of important information
- (COM05) Listens actively and demonstrates understanding when receiving information
- (COM06) Asks relevant and effective questions
- (COM07) Uses appropriate escalation in communication to resolve identified deviations
- (COM08) Uses and interprets non-verbal communication in a manner appropriate to the organizational and social culture
- (COM09) Adheres to standard radiotelephone phraseology and procedures
- (COM10) Accurately reads, interprets, constructs and responds to datalink messages in English



The 9 Competencies

Application of Knowledge (KNO)

Demonstrates knowledge and understanding of relevant information, operating instructions, aircraft systems and the Operating environment

- (KNO01) Demonstrates practical and applicable knowledge of limitations and systems and their interaction
- (KNO02) Demonstrates required knowledge of published operating instructions
- (KNO03) Demonstrates knowledge of the physical environment, the air traffic environment including routings, weather, airports and the operational infrastructure
- (KNO04) Demonstrates appropriate knowledge of applicable legislation
- (KNO05) Knows where to source required information
- (KNO06) Demonstrates a positive interest in acquiring knowledge
- (KNO07) Is able to apply knowledge effectively

Application of Procedures and Compliance with Regulation (PRO)

Identifies and applies appropriate procedures in accordance with published operating instructions and applicable regulations

- (PRO01) Identifies where to find procedures and regulations
- (PRO02) Applies relevant operating instructions, procedures and techniques in a timely manner
- (PRO03) Follows SOPs unless a higher degree of safety dictates an appropriate deviation
- (PRO04) Operates aircraft systems and associated equipment correctly
- (PRO05) Monitors aircraft systems status
- (PRO06) Complies with applicable regulations
- (PRO07) Applies relevant procedural knowledge

Flight Path Management – Manual (FPM)

Controls the flight path through manual control

- (FPM01) Control the aircraft manually with accuracy and smoothness as appropriate to the situation
- (FPM02) Monitors and detects deviations from the intended flight path and takes appropriate action
- (FPM03) Manually controls the airplane using the relationship between airplane attitude, speed and thrust, and navigation signals or visual information
- (FPM04) Manages the flight path to achieve optimum operational performance
- (FPM05) Maintains the intended flight path during manual flight whilst managing other tasks and distractions
- (FPM06) Uses appropriate flight management and guidance systems, as installed and applicable to the conditions
- (FPM07) Effectively monitors flight guidance systems including engagement and automatic mode transitions

Flight Path Management – Automation (FPA)

Controls the flightpath through automation

- (FPA01) Uses appropriate flight management, guidance systems and automation, as installed and applicable to the conditions
- (FPA02) Monitors and detects deviations from the intended flight path and takes appropriate action
- (FPA03) Manages the flight path to achieve optimum operational performance
- (FPA04) Maintains the intended flight path during flight using automation whilst managing other tasks and distractions
- (FPA05) Selects appropriate level and mode of automation in a timely manner considering phase of flight and workload.
- (FPA06) Effectively monitors automation, including engagement and automatic mode transitions

Knowledge - Skills - Attitude (FEM)

Module 1 - General

KNOWLEDGE	This cell describes the desirable knowledge of the Candidate when applying the skills and attitudes necessary to comply with rules, principles and to solve problems. Knowledge is specific information required to enable a learner to develop and apply the skills and attitudes to recall facts, identify concepts, apply rules or principles, solve problems, and think creatively in the context of work ^{vi} .
SKILL	This cell describes the desirable skill required by a Candidates to perform the test item. Skill is the ability to perform an activity or action. It may be divided into three skill types: motor, cognitive and metacognitive skills.
ATTITUDE	This cell describes the attitude required by a Candidates to perform the test item. Attitude is a persistent internal mental state or disposition that influences an individual's choice of personal action toward some object, person or event and that can be learned. Attitudes have affective components, cognitive aspects and behavioural consequences. To demonstrate the "right" attitude, and a learner needs to "know how to be" in a given context.

Note: The intention of this table is to provide typical, tangible assessment elements in order to evaluate the satisfactory performance of a task during a test.

Specific information. Recall facts, identify concepts, apply rules or principles, solve problems and think creatively in context of work.

Skill is ability to perform an activity or action motor, cognitive or metacognitive skills.

Internal mental state or disposition that influence an individual's choice of actions. Learner needs to "know how to be" to demonstrate "right" attitude.

These tables are provided as guidance to assist the Examiner when assessing the requirements and the competencies required for satisfactory performance of each test item, appropriate to the licence, rating or certificate being sought. The Examiner is expected to use sound judgement when considering the overall competency of the candidate.

COMPETENCIES

Situation Awareness (SAW)

Identifies and applies appropriate procedures in accordance with published operating instructions and applicable regulations.

Leadership and Teamwork (LTW)

Influences others to contribute to a shared purpose.
Collaborates to accomplish the goals of the team.

Workload Management (WLM)

Maintains available workload capacity by prioritizing and distributing tasks using appropriate resources.

Communication (COM)

Communicates through appropriate means in the operational environment, in both normal and non-normal situations.

Problem Solving and Decision Making (PSD)

Identifies precursors, mitigates problems, and makes decisions.

Flight Path Management - Manual (FPM)

Controls the flight path through manual control.

Application of Knowledge (KNO)

Demonstrates knowledge and understanding of relevant information, operating instructions, aircraft systems and the operating environment.

Application of Procedures and compliance with regulations (PRO)

Identifies and applies appropriate procedures in accordance with published operating instructions and applicable regulations.

Flight Path Management - Automation (FPA)

Controls the flight path through automation.



TEM from the perspective of flight crew

4.2 Threat and Error Management (TEM)

In addition to the skills and knowledge required for a particular grade of pilot licence, it is equally important that the Examiner pays attention to the 'soft skills' required to make good decisions while piloting an aircraft.

All flight and ground instruction for EASA licences include the principles of Threat and Error Management (TEM). The Aircrew regulation gives clear guidance on the principles of Threat and Error management for the Multi-Pilot Licence (MPL); however, the regulation does not go into detail for other licences. Examiners conducting skill tests for the first issue of a licence should check that the Candidate clearly understands and is familiar with these principles at the level appropriate for the grade of licence sought.

Regardless of the grade of licence being examined, all Examiners should be familiar with the principles of Threat and Error Management (TEM) and be able to discuss the TEM framework with ATO/DTO instructors as well as test candidates.

The Aircrew Regulation sets out one model that explains the principles of Threat and Error management, simply referred to as the "the TEM model".

According to this model, three basic components of TEM from the perspective of flight crews are:

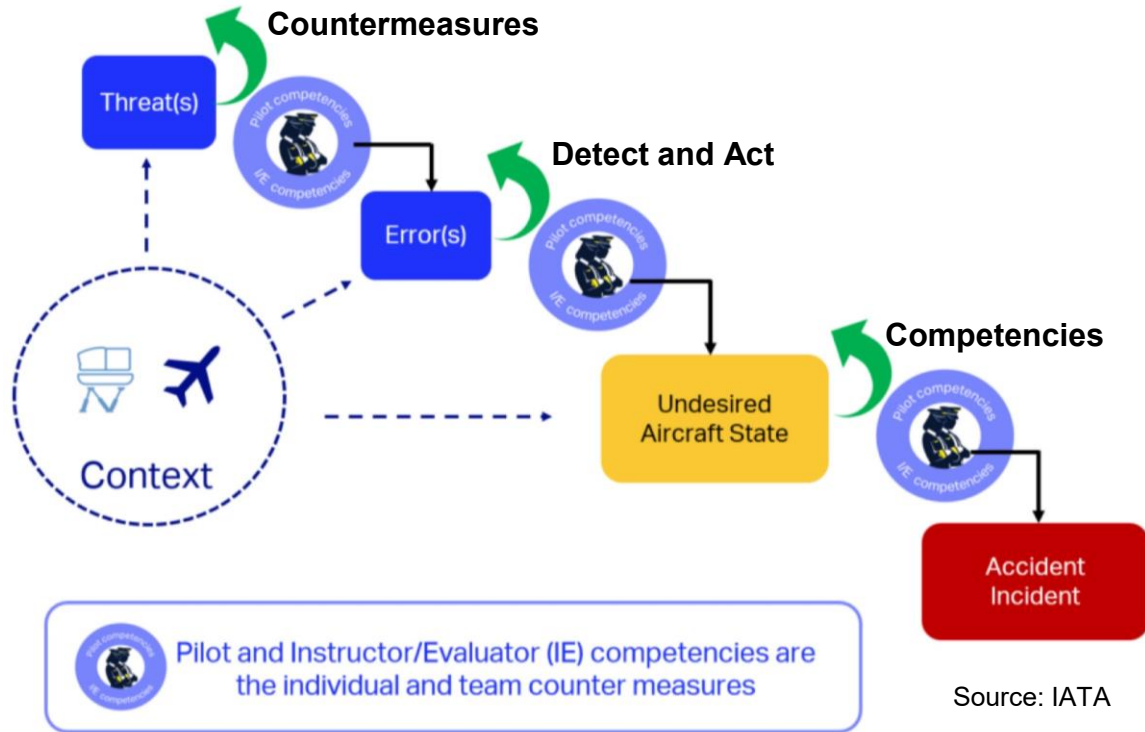
- Threats,
- Errors, and,
- Undesired Aircraft States.

Threat and Error Management (TEM)

Threat Radar



Threat and Error Management (TEM)



FEM Teaser 1

Skill tests or assessments of competence of candidates for the issue of a license, rating or certificate to whom they have provided more than 25 % of the required flight instruction for the licence, rating or certificate for which the skill test or assessment of competence is being taken.....

Variations in Competencies vs Checks & Skilltests

Even though License Proficiency Checks, Type Rating Skill Tests and ATPL Skill Tests are performed according to Appendix 9. Competencies with greatest focus are different.

This is important when developing a competence-based scenario.

It has been decided by the Danish Authorities that we should use a competence-based approach when developing our scenarios for Proficiency Checks, Type Rating Skill Tests and ATPL Skill Tests.

License Proficiency Check

Who is being tested?

- The pilot

Focus areas during the check:

Ability to operate in his/her environment, including

- Weather/NOTAMS/planning (fuel)
- MEL
- Passengers/cabin crew/technicians/operations
- Handling of the aircraft

Who receives feedback?

- The pilot



License Proficiency Check - Competencies

Red competencies are "focus competencies"

- Application of Knowledge (KNO)
- Application of Procedures and Compliance with regulations (PRO)
- Communication (COM)
- Flight Path Management - Automation (FPA)
- Flight Path Management - Manual (FPM)
- Leadership and Teamwork (LTW)
- Problem Solving and Decision Making (PSD)
- Situation Awareness and Management of information (SAW)
- Workload Management (WLM)

Type Rating Skilltest

Who is being tested?

- The ATO

Focus areas during the test:

- Handling of aircraft
- Knowledge regarding the aircraft
- Normal/abnormal/emergency procedures
- Performance

Who receives feedback?

- The ATO



Type Rating Skilltest - Competencies

Red competencies are "focus competencies"

- Application of Knowledge (KNO)
- Application of Procedures and Compliance with regulations (PRO)
- Flight Path Management - Automation (FPA)
- Flight Path Management - Manual (FPM)
- Communication (COM)
- Leadership and Teamwork (LTW)
- Problem Solving and Decision Making (PSD)
- Situation Awareness and Management of information (SAW)
- Workload Management (WLM)

ATPL Skilltest

Who is being tested?

- Pilot

Focus areas during the test:

”Captaincy”

- Communication (COM)
- Leadership and Teamwork (LTW)
- Problem Solving and Decision Making (PSD)
- Situation Awareness (SAW)
- Workload Management (WLM)

Who receives feedback?

- The pilot



ATPL Skilltest - Competencies

Red competencies are "focus competencies"

- Application of Knowledge (KNO)
- Application of Procedures and Compliance with regulations (PRO)
- Flight Path Management - Automation (FPA)
- Flight Path Management - Manual Control (FPM)
- **Communication** (COM)
- **Leadership and Teamwork** (LTW)
- **Problem Solving and Decision Making** (PSD)
- **Situation Awareness and Management of information** (SAW)
- **Workload Management** (WLM)

Variations in Competencies - Summary

Type of test	Who is being tested	Who receives feedback	Focus areas during test	Focus competencies
Proficiency Check (PC)	Pilot	Pilot	<ul style="list-style-type: none"> Ability to operate in his/her environment, including Weather/NOTAMS/planning (fuel) MEL Passengers/cabin crew/technicians/operations Handling of the aircraft 	<ul style="list-style-type: none"> Application of Knowledge (KNO) Application of Procedures and Compliance with regulations (PRO) Communication (COM) Flight Path Management - Automation (FPA)
Type Rating Skill Test	ATO	ATO	<ul style="list-style-type: none"> Handling of aircraft Knowledge regarding the aircraft Normal/abnormal/emergency procedures Performance 	<ul style="list-style-type: none"> Application of Procedures and Compliance with regulations (PRO) Flight Path Management - Automation (FPA) Flight Path Management - Manual (FPM)
ATPL Skill Test	Pilot	Pilot	<ul style="list-style-type: none"> "Captaincy" Communication (COM) Leadership and Teamwork (LTW) Problem Solving and Decision Making (PSD) Situation Awareness (SAW) Workload Management (WLM) 	<ul style="list-style-type: none"> Communication (COM) Leadership and Teamwork (LTW) Problem Solving and Decision Making (PSD) Situation Awareness and Management of information (SAW) Workload Management (WLM)

Competence based scenario development

..... as an examiner you are responsible for a relevant and realistic examination environment!

How do we fulfill this requirement?



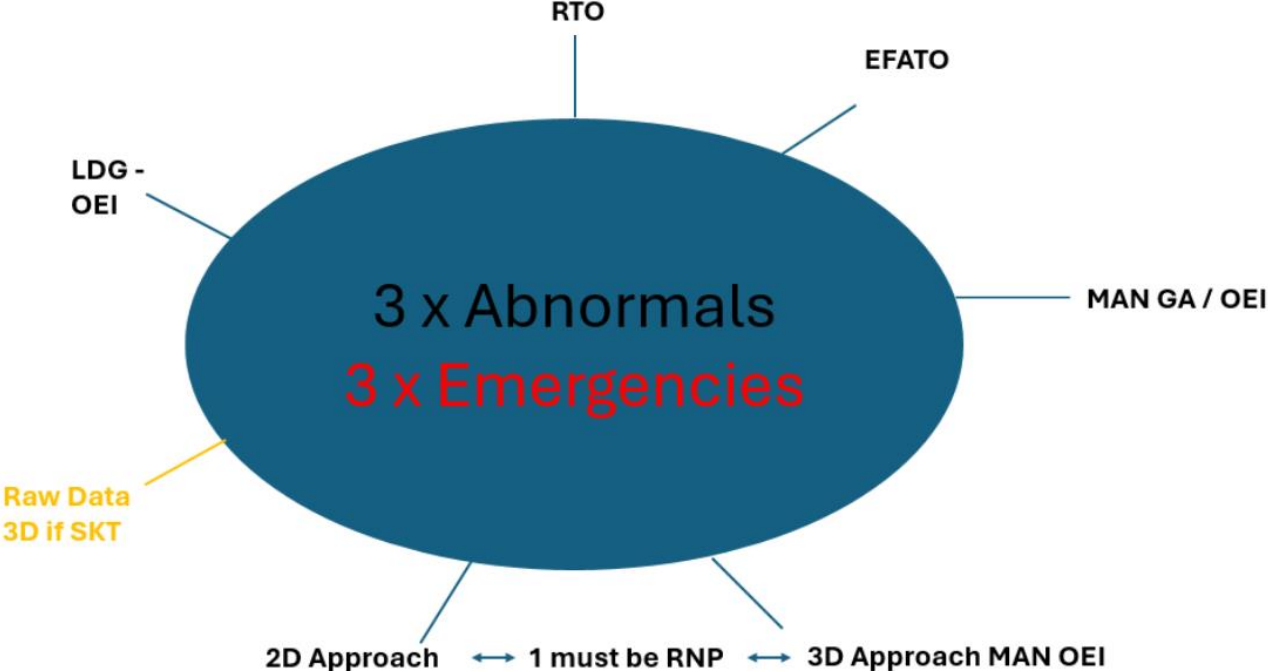
FEM Teaser 2

The Examiner should keep good voice communication habits in mind, such as remembering to:

- Give the 'candidate' precise instructions
- Articulate clearly
- Liaise with ATC and provide concise, easily understood intentions;
- If necessary, prompt the Candidate about required sequence of events (for example following a go-around)

Mandatory Maneuvers for a LPC / Skilltests

Maneuvers:



Facilitated approach to checking, testing and training

What **are the differences** between a facilitated approach to checking, testing and training versus a facilitated debriefing?

5 minutes preparation - plenum discussion

Check and Test Debriefing (FEM)

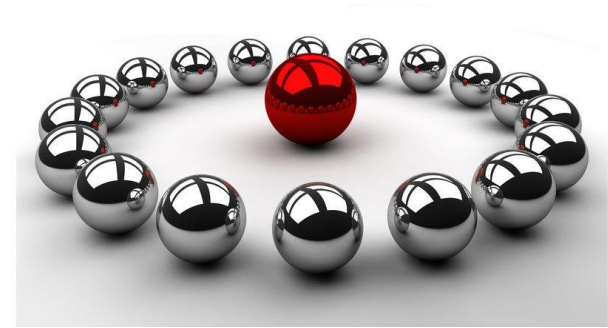
16.0 Test Debriefing

The Examiner should conduct a fair, unbiased debriefing of the candidate based on identifiable factual items. The Examiner should refer to the flight test tolerances given in the relevant skill test. A balance between friendliness and firmness should be evident. The debrief must be transparent and if relevant, a school representative or the Instructor may be present.

The Examiner shall exercise sound judgement and impartiality throughout. To assist with this, each Examiner should maintain brief, factual, and unobtrusive notes of the event so that all aspects may be debriefed comprehensively.

Attention should be paid to the following points:

- Summarize the overall performance of the Candidate
- Only observed performance can be evaluated
- Comments are important and they require factual explanations
- Advise the candidate on how to avoid or correct mistakes
- Mention any other areas for development noted
- Give any advice considered helpful for the improvement of flight safety
- Allow time for questions from the Candidate



Generally, the debriefing should start with giving the Candidate the result of the test.

Preparing for a Check and a Test



- EDD
- FEM
- Appendix 9
- “TS” Guidelines
- ATC Communications (other team members?)
- CRM / Non Technical skills
- Scenario development (competencies)
- Handling of the simulator
- How to conduct the test
- Briefing / De-briefing
- Post test documents

Levels of facilitation

NASA's methods categorize facilitation based on participant readiness:



High-level facilitation

Crew leads analysis; facilitator fosters autonomy and provides minimal cues



Intermediate-level facilitation

Facilitator uses pointed questions to help crews explore deeper insights



Low-level facilitation

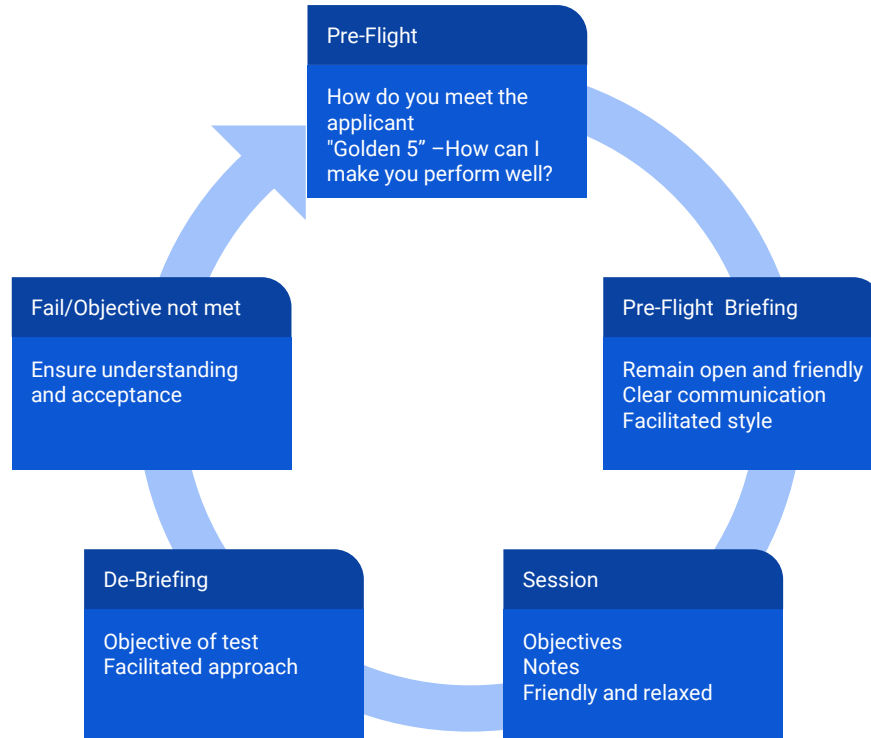
Facilitator directs conversation step-by-step when crews need structure

Effective facilitators adjust their approach dynamically to the crew's ability, always aiming for highest “self-discovery”/reflection possible!

The 7 Golden Questions

1. What part of the session/flight gave you the most “takeaways”?
2. What part of the session/flight is most important for you to discuss?
3. Was the outcome of the session/flight as you expected?
4. What was the primary reason for the outcome of the “xxxx” exercise?
5. What did you as a crew do to make the CRM related competencies work so well?
6. Anything we need to address, before we summarize the session/flight outcome?
7. Anything you would do differently, if we were to do the session/flight again?

Facilitated Approach – a few highlights!



Facilitated de-briefing structure – how?

- Preparation for the de-briefing – structure (next slide)
- The briefing room setup
- Presentation of “what is expected” from the pilots
 - Observable Behaviour (OB) + Knowledge/Skills/Attitude (KSA) Triangle
- Use of monitor screen, whiteboard and/or paper for the notes/presentation
- Facilitation technique (questioning)
- How to conclude the facilitated de-briefing (as facilitator)

The facilitated debriefing – Structure (6 elements)

- **OBSERVE** during the test/session
(ref.: 9 competencies / FCL requirements)
- **PLAN** the "structure" for your facilitated debriefing before the you start it!
(ref.: 9 competencies / FCL requirements)
- **OPENING** of the debriefing?
(how to do it - the 7 "golden questions")
- **CONDUCT** the debriefing
(ensure your plan is executed / adjust / finalized)
- **SUMMARIZE**
(ensure learning, value and acceptance from the pilots)
- **ACTION PLAN**
(if you have any "open items" after the de-briefing)

Facilitated approach to checking, testing and training

Prepare a “step by step” guide to the “facilitated approach”

15 minutes preparation - plenum discussion



Case 1 - Airbus 320 Flaps Locked



Case 2 - AW139 Helicopter experiencing a Birdstrike

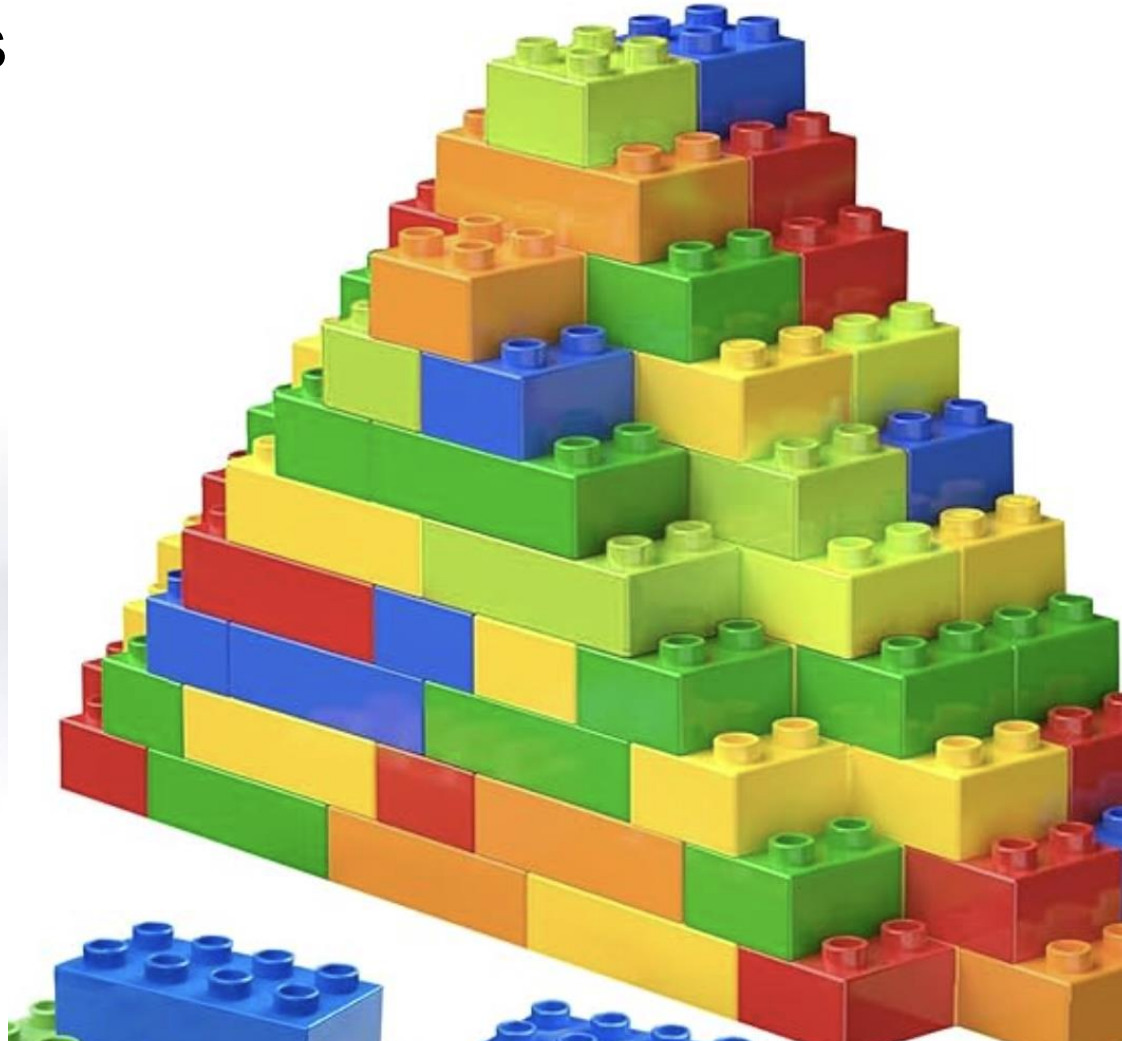


Facilitated Debriefing Board (example)

Event/Item		

Development Variables

- Tech status before test
- Weather (runway condition)
- Emergency/abnormal
- Fuel quantity
- Environment (bomb, drone, etc.)
- "Time Criticalness"
- Other elements?



Case 1 - Airbus 320 Flaps Locked



Case 1 - Airbus 320 Flaps Locked

The session is a LPC, simulating a charter flight from Tenerife South TFS on the Canary Islands to Billund BLL. The crew have in the simulator performed all pre flight duties at TFS and departed RWY 07 and experienced an windshear during departure at 300 feet. (50 kts tailwind). Climbing out of FL 100 the Examiner reposition the crew to 30Nm south of WPT UVINA at FL 100 for the arrival into BLL. This has been briefed and the crew is well aware of the “fast forward”. The approach have been briefed and everything is normal up to now.



Established on the LLZ at 3000 feet, the aircraft is slowed down to 190 kts with Flaps 1. As the crew select Flaps 2 an ECAM caution

FCTL FLAPS LOCKED

BLI



Case 2 - AW139 Helicopter experiencing a Birdstrike



Case 2 – AW139 hit by birds during an IFR departure

The LPC session objective was to rescue two persons from a sailboat located approximately **10 miles southwest of Hanstholm (4 miles off the coastline)**. The sailboat had transmitted a **Mayday** call to Lyngby Radio, reporting that they were unable to maneuver due to a rudder failure. One of the sailors had been struck by the **boom** and had suffered severe head injuries with significant blood loss.



Passing **1200 ft AGL**, several loud bangs were heard by all crewmembers. The co-pilot reported that he believed he had seen **two or three geese** pass very close to the helicopter (at a distance of approximately 2 meters). The CDR decided to continue the climb to **3000 ft (VMC on top)**.

“Delivering” a Failed Check or Test?

What are the challenges regarding “communication of a failed check/test”

When do you (as a TRE/SFE) start to “create the environment for communication of a failed check/test”?

When should a failure be communicated to the applicant?

What are the most important issues for you (as an examiner) before saying good-bye to the failed applicant?

FEM Teaser 3

Examiners should be aware of the importance of reporting, analysis and follow up on occurrences in civil aviation and promote a positive Just Culture environment.

Examiner Seminar 2026 - 2028