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Luftfartstilsynet
CIVIL AVIATION AUTHORITY NORWAY

Flight Examiners' Handbook

v.1.0/2024

This document is issued by CAA Norway to provide examiners certified by CAA Norway with updated and relevant information regarding CAA Norway policies. It has been prepared as an addendum to the EASA Flight Examiner Manual.

The policies contained herein shall be deemed as requirements for examiners with Norwegian licenses and examiners conducting tests on Norwegian license holders.

VERSION HISTORY

Version	Date	Description	Responsible
1.0	21.06.2024	Initial issue	HRO

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Purpose and ratification

This handbook is intended as a support tool for examiners and senior examiners. The handbook is administered by the examination team at the section for Human Performance and Training Section (FMU) at CAA Norway.

1. General observations

1.1. Introduction

Civil aviation safety depends primarily on the pilots' ability to operate their aircraft in a correct and effective way, on their possession of the knowledge, skills and judgement that civil aviation services require, and on them being able to collaborate with the rest of the flight crew in accordance with CRM/MCC.

In this context, your task as examiner places very high demands on you and has a material significance for civil aviation safety with respect to the competence and standard of pilots.

The purpose of this examiner's handbook is for it to become a reference document and to contribute to standardizing of skill tests (ST), proficiency checks (PC) and assessments of competence (AoC), to achieve an equivalent and equitable examination of applicants' abilities.

We welcome your feedback regarding both the language and the layout of the handbook, as well as on its factual content.

1.2. The examiner's task

An examiner can be tasked with conducting any of the following types of examinations:

- Skill test – Demonstration of skills before the issuing of a licence or certificate/rating, including such oral examinations as may be required.
- Proficiency check – Demonstration of skills for the revalidation or renewal of certificates/ratings, including such oral examinations as may be required.
- Assessment of Competence – Demonstration of skills for the issuing, revalidation, extension or renewal of instructor or examiner certificates.

Depending on the examiner's own qualifications, they may be authorised to conduct one or more of the above test types.

Based on the concepts of access control and inspection (revalidation and renewal), the examiner's primary task is to use tests to determine the applicant's standard with respect to

- Knowledge
- Airmanship
- Skills

As well as to establish that these are commensurate with the requirements specified in the regulatory framework.

The examiner's secondary task when issuing certificates is to form an opinion of

- The status of the training organisation
- How training is planned
- How training is carried out

The candidate will indirectly provide information about the flight school through their proficiency and by answering questions about how they found the training on the ground and in the air. The opinion formed about the training organisation will naturally be fuller if it is possible to track trends on several visits over a longer period, say about a year. But it is nevertheless possible to form an opinion on a single visit.

While avoiding giving the impression of extending the examination to the head of the flight school and the other teachers, the examiner should discuss aviation safety issues, how regulations are perceived and work, or how different attitudes can have an influence on the pilot's view of aviation safety and relations with the agency.

The positive or negative views that the examiner identifies should be conveyed to the Civil Aviation Authority Norway. It is important that the authority receives this feedback, for us to be able to track and supervise the training standard.

The shared responsibility of the authority and the market for training standards requires a dialogue to achieve a high level of civil aviation safety.

Examinations should not focus solely on the training outcome by means of a product inspection but should also try to gain a sense of the training process and how it is planned and carried out.

1.3. Abbreviations and definitions of terms

Please refer to the respective regulatory framework for official definitions and explanations of terms.

2. Organisation and contact information

2.1. Contact

We prefer that you contact us by email, unless the matter is urgent. We monitor our email inboxes every weekday. There are specific email addresses for specific matters, otherwise you can contact the appropriate person directly.

2.2. Addresses

CAA Norway
Phone: +4775585000
Email (main): postmottak@caa.no
Website: www.luftfartstilsynet.no

2.3. Email addresses and weblinks

Email addresses
Test forms for Norwegian licence holders can be scanned/saved as PDFs and sent to (note that a separate email is required for each individual candidate) postmottak@caa.no

Weblinks
We recommend that Norwegian examiners read the Examiner Difference Document (EDD) and Flight Examiner Manual (FEM) even when testing Norwegian licence holders.

Civil Aviation Authority Norway's website for aviation: www.luftfartstilsynet.no

3. Examiner certification

3.1. Prerequisites

CAA Norway only certifies appropriately qualified applicants with a high level of professional integrity as examiners.

Applicants' suitability is examined by the CAA Norway in connection with their application.

Senior examiners are selected by the CAA Norway among examiners.
The selection is made based on the authority´s oversight programme and candidates are invited by a special arrangement.

3.2. Training

Examiner training is a three-step process. The first step is theoretical training, the second is practical training, after which the programme concludes with an assessment of competence. Upon completing and passing the assessment of competence, the examiner will be issued a new license with examiner certificate.

3.2.1. Theoretical training

Flight Examiner Manual

1. The examiner applicant is familiar with current FEM
2. The student has attained thorough knowledge of all parts of the FEM relevant to the privileges applied
3. The student is capable of using the FEM as a tool when conducting checks, tests and assessments

Part FCL and other relevant EASA regulations

1. privileges applied, especially FCL 1015 and 1020 including GM and AMC. The student is familiar with the structure of EASA regulations
2. The student is familiar with the EASA regulation process
3. The student is familiar with the legal proportions of the EASA regulations i.e. compared to national regulations
4. The student is familiar with the process to follow to deviate from EASA regulations
5. The student has a high level of knowledge of all parts of the FCL relevant to the
6. The student understands the structure and management systems of ATO's and DTO's

AMC and guidance material

1. The student has a high level of knowledge of all parts of AMC and Guidance material relevant to the privileges applied
2. The student is aware of the legal proportions of AMC and Guidance material in the EASA system
3. The student is familiar with the process to follow to deviate from AMC and GM

Procedures for conduct of tests on Norwegian and foreign pilots, reporting etc

1. The student is familiar with requirements to follow the Norwegian examiner system.
2. The student is familiar with requirements to take national briefing and to follow these when performing tests, checks and assessments on non-Norwegian licence holders (Examiner Difference Document)
3. The students is aware of requirements of reporting intentions to national authorities

Personal data protection

The student must understand and follow relevant parts of General Data Protection Regulation (GDPR).

Administrative procedures and temp license

1. The student must know the correct way to fill out relevant forms
2. The student must be aware of importance and legal issues of signatures
3. The student is aware of who is required to receive copies of test and check forms
4. The student must be able to enter privileges in licenses according to Part-FCL
5. The student is capable of using the Scandinavian «Permit to fly» form
6. The student must know requirements to enter information in the comments box
7. The student must be able to identify and check all relevant requirements before signing a test form or issuing a temporary license

Fees, liability and accident insurance

1. The students must understand the Norwegian fees and regulation system
2. The student must understand Norwegian requirements for liability and accident insurance
3. The student must be aware that examiners are not insured by CAA Norway when conducting tests. If needed, examiners must provide their own insurance.

Human Performance and Limitation

1. The student must show knowledge of relevant parts of the HPL part of the examiner seminar
2. Student must show ability to use the TEM approach

Test form interpretation

1. The student must know the correct way to perform all exercises in the relevant test forms
2. The student must know which forms to use
3. The student must be familiar with the Norwegian CAA webpage

Pass/Fail criteria

1. The student must know possible outcome of relevant tests
2. The student must be able to categorize possible errors
3. The student must be able to make judgements on both technical and non-technical items
4. The student must be able to precisely describe possible technical and non-technical errors including the use of TEM where practically, in the comment box

Revalidation and renewal procedures, inclusive specific variants

1. The student must know requirements for relevant revalidation and reneval procedures
2. The student must have an understanding of possible variants of these procedures, as described in appendix 8
3. The student must know required documentation used, when performing renewal procedures

Devices to be used

1. The student must know what devices can be used for relevant tests
2. The student must know requirement and certification status of these devices
3. The student must know requirements to operate these devices

Crew/pilot/examiner/ instructor composition

1. The student must know requirements to crew and crew composition for relevant tests
2. The student must be aware of requirements for use of safety pilot, simulator instructor and other positions relevant for privileges requested
3. The student must be aware of safety aspects and legal aspects when using positions as described in (2)

Specific theoretical knowledge

The student must have thorough knowledge of all theory relevant to privileges requested. This includes international regulations, ICAO annexes and docs, used RM's etc, and also national regulations, NOTEX, AIP, AIC, etc.

Technical/non-technical items

1. Great effort will be used to give the student high operational level of technical and non-technical knowledge
2. The student must be able to identify all relevant technical and non-technical issues relevant to privileges requested
3. The student must be able to describe non-technical issues using TEM

Documentation inclusive comments

The student must know all requirements to use the comment box

The student must know how to describe issues in the comment box, to avoid any misunderstandings.

The student must know all other required documentation relevant to privileges requested.

Examiner role

The student must be able to work as an examiner with the correct attitude, communication form, appearance and politeness.

The student must be able to perform all tasks including debriefing in an objective, fair and unbiased manner.

The student must know that the CAA Norway is responsible for standardization of Norwegian examiners. If questions regarding the examiner role ever occurs, the CAA Norway will provide assistance.

The student must be aware of how to give correct feedback to relevant parties (CAA Norway, ATO, DTO etc).

Other

This item can be used in any way the training inspector/senior examiner deems necessary. All items discussed here, must be stated in the comment box.

3.2.2. Practical training

Examiner standardisation is done according to FCL.1015.

Practical training consisting of at least:

- knowledge and management of the test for which the certificate is to be sought. These are described in the relevant modules in the FEM;
- knowledge of the administrative procedures pertaining to that test or check.

Practical training shall be conducted in accordance with the training checklist in Appendix to this handbook.

FE adding IRE, shall conduct four additional training profiles in the role of instrument rating examiner.

Practical training for the relevant examiner certificate shall be conducted by a properly rated Norwegian senior examiner. Other examiners may conduct examiner training after specific appointment by CAA Norway.

3.2.3. Examiner Assessment of Competence

After completion of the theoretical and practical training, the examiner shall perform an Examiner Assessment of Competence. A senior examiner or inspector from the competent authority shall conduct the assessment. Please refer to point x.y.z on examiner AoC.

3.3. Privileges

The examiner's privileges depend on which role or roles they are certified for. For a full description of the privileges, see Subpart K of Part-FCL.

3.4. Oversight (inspections)

CAA Norway is responsible for carrying out inspections of all examiners it has certified as well as of the foreign examiners that exercise their privileges in Norway. These inspections are carried out by means of assessments of competence, standardisation courses, announced and unannounced inspections of e.g. skill tests, proficiency checks and assessments of competence, as well as on-site and archive inspections.

These inspections are the manner of guaranteeing that the examiners continue to fulfil the requirements specified for examiners, and that they follow the procedures for testing laid down by CAA Norway.

Examiners must:

- Conduct tests objectively and in line with current procedures and standards for tests as laid down by EASA and CAA Norway.
- Show that they continue to exercise their privileges in accordance with requirements stipulated in applicable rules and regulations such as Part-FCL or current traffic regulations, and in keeping with good airmanship.
- Maintain the licences, certificates and ratings required in order to exercise their privileges as pilot, instructor and examiner.
- Only sign test forms and add notes to licences or similar documents if they have made certain that the applicant fulfils all the applicable requirements with regard to experience and testing.
- Keep a record with information on all skill tests, proficiency checks and assessments of competence carried out, including the associated results, and make this record available for inspection when CAA Norway so requests.
- Continue to maintain good professional integrity and the trust of CAA Norway, applicants, training organisations and the civil aviation industry.
- Collaborate with CAA Norway in a satisfactory manner. This includes responding to communications and requests made regarding inspection matters or in other contexts.

3.5. Disciplinary measures

If an examiner does not fulfil the requirements and standards expected of examiners, CAA Norway can take measures.

Such measures may include the following:

- Interview
- Limitation of examiner's privileges
- Suspension of examiner's certificate
- Revocation of examiner's certificate

3.5.1. Test conducted with invalid qualifications

If an examiner carries out a test outside their privileges or when their license or a certificate/rating has been suspended or revoked, the test may be considered invalid. The examiner will then be liable for damages to the applicant or client and may have disciplinary action taken against them.

3.6. Revalidation, renewal, and extension

All applications for revalidation, renewal and extension must be made on the designated form. Please include a certificate from an examiners' seminar when this is required.

3.6.1. Revalidation

An examiner's certificate can be revalidated if the examiner meet the requirements of FCL.1025 as applicable.

If an examiner has several examiner's certificates, these may be revalidated by means of a single assessment of competence. However, if an examiner has ratings for both multi-pilot and single-pilot operations, revalidations must be done alternately in each system so that either is revalidated every second time. This applies even if the examiner has privileges for several categories of aircraft, e g aeroplanes and helicopters since it is the role as examiner that is being tested.

3.6.2. Renewal

If the examiner's certificate has expired, the examiner must have done the following in the last 12 months in order to renew it

- Participated in standardisation training (seminar and applicable practical training)
- Conducted a test under the supervision of an Inspector or Senior (examiner AoC)

If the examiner certificate has expired less than 12 months, the examiner applicant shall perform one training session in the role of examiner for each examiner certificate and type.

If the examiner certificate has been invalid for more than 12 months, the examiner applicant shall contact CAA Norway, who will make an assessment of necessary training before renewal AoC.

3.6.3. Extension

If you want to extend your examiner's certificate with an additional type or class rating, and you have the corresponding instructor certificate, you only need to make an application. If you want to expand your qualifications with an additional examiner certificate, you may be required to do additional training and/or undergo an assessment of competence. Contact the examination team if you have any questions.

An examiner who intends to expand their authorisation from single-pilot systems to multi-pilot systems must undergo an assessment of competence on the new type of operation.

4. Conduct of the test

4.1. Aircraft or FSTD to be used for the test

The examiner shall verify that the aircraft used for the test is airworthy and suitable for the applicable test. This includes equipment for the applicable exercises.

The examiner shall verify that the FSTD used for the test has a valid qualification certificate and is suitable for the applicable test.

CAA Norway strongly recommend that the examiner uses the EASA issued Flight Examiner Manual (FEM) for the applicable test or check. The FEM is published on the EASA web site and contains guidance on test criteria, tolerances, and observable behaviours for the test.

4.2. Risk factors

Under this heading we would like to highlight some risks that should be considered when doing tests. By that we mean factors with a straightforward impact on safety as well as factors that affect the execution of the test and may lead to making its execution unfair for the candidate.

4.2.1. Tests in aircraft

Tests on an aircraft always demand respect. Respect for the task at hand, for the candidate's limitations, and above all respect for the aircraft's characteristics and limitations.

As examiner you should always be well familiarised with the prevailing conditions before a test. It may be the case that a test cannot be carried out due to the weather, to limitations in the aeroplane's handbook, or similar.

There are also items of the test which it is inappropriate to carry out if certain criteria are not met. These items would then imply risks which in turn could put you in an unwanted situation. Below is a selection of examples that demand forethought and consideration, but it is far from an exhaustive list. There are many other situations that similarly require forethoughts.

- Full stall in IMC (aeroplane)
- Tripping a fuse to the landing gear or stall warning system
- Flying under continuous icing conditions
- Flying under weather conditions which are marginal for the test in question
- Engine failure on high performance multi-engine aeroplanes
- Preparedness for wrong manoeuvres in hover flight/air-taxiing (helicopters)
- Tail rotor failure (helicopter)
- Autorotation: full or engine compensated (helicopter)
- Off-base landing (helicopter)
- Tripping fuses for gyro instruments during an IR test

4.2.2. Tests in MEP(land)

Flying with one engine out of service

Tests for CPL as well as for MEP(land) class ratings include engine failure during take-off as an item. This must be carried out at a safe altitude. There is no definition of safe altitude, instead you have to use your judgement. The goal of the exercise must be achieved without taking exaggerated risks. Our view is that 300 feet AGL can be regarded as a suitable minimum altitude for simulating engine failure. This is partly because that is high enough to provide some margin if something unexpected should happen, and partly because at that point the pilot will not under normal circumstances have had time to reduce power, and so can be regarded as being in the take-off phase. Note that this is a minimum altitude but that it is subject to your judgement in the individual case. If your judgement is that the lowest altitude for safely carrying out this exercise is above 300 feet, you should of course follow your judgement.

There are other items in which engine failure is simulated, and the basic principle is always that they must be carried out in a safe way. Review the conditions for the flight and select appropriate occasions for engine failure, in which there are sufficient margins if the applicant should make an error. The applicant should also have been briefed on what is included in the test, so that they are mentally prepared. Approach with one engine simulated inoperative can be a demanding exercise for both examiner and applicant, and deviations from normal procedures may occur. One example of a deviation from normal procedure is that the landing gear is lowered later than usual for performance reasons. Think carefully about how to ensure that the landing gear is down before landing when conducting this exercise.

4.2.3. Stall exercises

Ensure that you are always able to do manoeuvres in accordance with the AFM or POH. For example, if the handbook states that you cannot exceed a 60-degree bank, avoid making a stall manoeuvre in which you cannot guarantee that this limit will not be exceeded. Also think through how you do the exercise; there may be a way that implies less risk while still testing the same thing. It is not a goal to push the aeroplane to its limits during a test. Remember that there is no test that expressly requires you to carry out a stall while climbing in a multi-engine aeroplane. A full stall is only required in CPL tests and class rating tests. For CPL tests no additional requirements are specified, meaning that you can choose how to carry out the exercise. In the class rating test, it must be done in clean configuration and without climbing or descending.

4.2.4. CRM

One aspect of CRM we want to emphasise is communication. Inadequate communication can lead to misunderstandings or no understanding at all, and to reduced situational awareness. Inadequate communication furthermore leads to increased stress for the applicant. A simple thing that is easily overlooked is to be clear about who has the controls, particularly in a real emergency. Before the test, go through the terms “my controls, your controls” and who will be flying the aircraft in the event of an emergency.

4.2.5. Exaggerated manoeuvres

There is no reason to push either the aircraft own limits or the guideline tolerances to be observed in testing. Exaggerated manoeuvres can lead to what is termed ”loss of control”, where a pilot flies a fully functioning aeroplane into an accident. There is no intrinsic value in carrying out such manoeuvres so that the candidate will ”have seen it”, or for the examiner to show off their own skill. Set a good example.

4.2.6. Workload

It is a generally known fact that too high a workload has a directly negative effect on an individual’s capacity. As examiner you have to be sensitive to the situation, and you should be careful not to overburden the applicant in situations/items that in themselves generate an increased workload. There is no intrinsic value in continuing to increase the applicant’s workload until you reach a limit and an error occurs. It is important for the examiner to be fair but firm during the test. It may be the case that the applicant has a limited capacity from the outset, which in turn may be due to insufficient knowledge and skills or to personal circumstances, and that they therefore end up not performing to par.

4.2.7. Fatigue

There are many reasons for fatigue. As an examiner it is important for you to be aware of your own status. Remember that if you have completed a commercial flight before going to conduct the test, you take the fatigue from that flight with you, even if flight tests do not come under the rules on flight duty time. And of course, there are other factors that might mean you arrive tired to the test – be honest with yourself!

Pay attention to signs of fatigue in the applicant as well. If you are unaware that the applicant is tired and ask them to carry out an exercise where the safety margin is reduced, that margin will be reduced even further – partly because it is likelier that a mistake occurs, but also because you are unaware of that likelihood. It is a good idea to plan the test in such a way that you avoid performing critical manoeuvres at a late stage of the test, when both you and the applicant may be tired.

4.2.8. Situational awareness

As in all flying, it is important to maintain good situational awareness. In a test situation you have more parameters to attend to than on a normal flight, which can make this harder. You have to conduct the test and manage the applicant while at the same time you are formally the pilot-in-command and have to be in control of the flight. In addition to normal minimum and safety criteria, you should set up your own ”perimeter fence” in order to allow you always to be in control of the situation.

4.2.9. Recent experience

Ask yourself how long ago it was since you flew this particular aircraft, and if there is any particular characteristic you need to be aware of. Lack of recent experience means that safety margins are smaller. The applicant will probably rely on your knowledge and skills should an emergency arise. This makes it even more important that you are honest with yourself when you assess your own recent experience.

4.3. Guidelines

To bring about consistency in testing, the following describes several requirements/directives/recommendations in each category.

4.3.1. Single-Pilot Aeroplane, SPA

The following factors that could affect the outcome of the test have been identified: weather, aeroplane condition, choice of location for the test, time of day.

The examiner must be well prepared and must be able to prove that they are qualified to conduct the test.

An operational flight plan, mass and balance and performance estimates must have been made and serve as the basis of a discussion about the flight. The purpose is for the applicant to understand why these estimates are made and how the results are obtained. Electronic Flight Bag, EFB, or traditional estimates are acceptable.

The applicant's knowledge of the aircraft must be checked – ask questions from the flight handbook, technical as well as operational. The applicant must be given the opportunity to show that they can find things in the manuals. Further, the applicant's knowledge and understanding of fuel estimates must be specifically checked, such that leaning, best economy and best power are presented. The examiner must note down which items of theoretical knowledge are checked, either in the notes section of the test form or in some other way.

It is exemplary if the examiner can refer to the rules and regulations that provide for the structure and purpose of the test, for example. It is a good idea to point out that the applicant may discontinue the test and that they may attempt an item twice.

Questions regarding the various emergency procedures must be asked on the ground and then confirmed during the flight. Note that emergency exercises have to be completed well before the lowest flying altitude is reached.

Airplanes used in tests must have appropriate equipment for what the test requires. The installed equipment must be in working order. The examiner is always entitled to question an aircraft's suitability for the test itself. Verify that the intercom works for everyone on board. In skill tests for licences (LAPL, PPL & CPL) the candidate must demonstrate their ability to navigate with maps only (i e without GPS). Once the examiner has made sure the candidate's abilities are satisfactory, GPS may be used for the rest of the skill test. In PCs the applicant may choose which navigation equipment they want to use.

A class test should not be conducted under icing conditions. This applies even if the airplane is equipped to operate in known icing. The reason is that the examiner's focus on the applicant's execution will be less if much of their attention is diverted towards checking icing.

Carrying out an engine failure exercise under icing conditions is very inappropriate for safety reasons, and the same applies for stalls under IMC.

Due to accidents that have happened we recommend that you initiate a discussion about the concept of stabilised approach. This discussion can include e g speed, approach trajectory, configuration, go-around point, and lateral position. Try to encourage a way of thinking that makes the

applicants set certain limits themselves as to when they should continue the approach and when they should go around. The important thing to communicate is the importance of careful consideration. A generally accepted recommendation is to check the following by 300 feet AGL:

- Speed +10/-5 knots
- On the extended centreline
- On approach trajectory
- In the correct configuration regarding flaps and landing gear

As a rule of thumb, if you have doubts about a safe landing, it is safer to go around.

Regarding LOC for light aircraft, it is a good thing if you can get a discussion going about the concept and about which situations are most common. Raise the problems related to stall situations, crosswind management etc. Try to emphasise that even if you have a fully functional aeroplane you can still put yourself in a situation that you are not in control of.

4.3.2. Single-Pilot helicopter SPH

The following factors have been identified that could have a negative effect on the outcome of the test: weather, stress, uncertainty about one's own ability, the examiner's behaviour.

The examiner must be well prepared and must be able to prove that they are qualified to conduct the test.

An operational flight plan, mass and balance and performance estimates must have been made and serve as the basis of a discussion about the flight. The purpose is for the applicant to understand why these calculations are made and how the results are obtained.

The applicant's knowledge of the aircraft must be checked – ask questions from the flight handbook, technical as well as operational. The applicant must be given the opportunity to show that they can find things in the manual. The examiner must note down which items of theoretical knowledge are checked, either in the notes section of the test form or in some other way.

It is exemplary if the examiner can refer to the rules and regulations that provide for the structure and purpose of the test, for example. It is a good idea to point out that the applicant may discontinue the test and that they may attempt an item twice. By contrast, bringing up pass/fail criteria at this early stage can generate negative stress.

Helicopters used in tests must have appropriate equipment for what the test requires. The installed equipment must be in working order. The examiner is always entitled to question an aircraft's suitability for the test itself. Verify that the intercom works for everyone on board. In skill tests for licences (LAPL, PPL & CPL) the candidate must demonstrate their ability to navigate with maps only (i e without GPS). Once the examiner has made sure the candidate's abilities are satisfactory, GPS may be used for the rest of the skill test. In PCs the applicant may choose which navigation equipment they want to use.

Go through how the skill test will be carried out, as well as measures etc in a real emergency. The examiner must be clear about how emergency procedures are implemented and completed.

It must be made clear before takeoff which procedure is intended to be used in the event of a tail rotor failure (stuck pedals) landing, running landing or autorotation from hover.

Full autorotation should normally be carried out in CPL (H) skill tests, but in type tests the examiner can determine if autorotation should be full or with power recovery. Current wind conditions must be taken into account.

4.3.3. Multi-Pilot Helicopter, MPH

The following factors have been identified that could have a negative effect on the outcome of the test: weather, stress, uncertainty about one's own ability, the examiner's behaviour. The examiner must be well prepared and must be able to prove that they are qualified to conduct the test.

SOP must be used. These may be those of the operator, approved by the training organisation, or those of the helicopter manufacturer.

Check which equipment the applicant has to master (GPS/FMS, radar etc).

Check which certificates/ratings the applicant is to be tested for (pilot-in-command/co-pilot, MP/SP, VFR only or VFR and IFR etc).

For tests in a helicopter a TRI (with a type rating for the type in question) must participate in the pilot's seat and carry out tasks under the SOP. In this case the examiner may sit in the back seat.

An operational flight plan, mass and balance and performance calculations must have been made and serve as the basis of a discussion about the flight. The purpose is for the applicant to understand why these calculations are made and how the results are obtained.

The applicant's knowledge of the aircraft must be checked – ask questions from the flight handbook, technical as well as operational. The applicant must be given the opportunity to show that they can find things in the manuals. The examiner must note down which items of theoretical knowledge are checked, either in the notes section of the test form or in some other way.

It is exemplary if the examiner can refer to the rules and regulations that provide for the structure and purpose of the test, for example. It is a good idea to point out that the applicant may discontinue the test and that they may attempt an item twice. By contrast, bringing up pass/fail criteria at this early stage can generate negative stress.

Go through how the skill test will be carried out, as well as deciding on PF and/or PIC in a real emergency. The examiner must be clear about how emergency procedures are implemented and completed. Full autorotation is not normally carried out in a multi-engine helicopter (it must be done in a simulator).

Helicopters used in tests must have appropriate equipment for what the test requires. The installed equipment must be in working order. The examiner is always entitled to question an aircraft's suitability for the test itself. Verify that the intercom works for everyone on board.

If the test is for both IFR and VFR it is often advantageous to do the IFR part first.

4.4. Administrative procedures

4.4.1. PC

Proficiency checks are booked with the candidate and examiner. You take care of everything yourselves with respect to the time, place, aircraft, and payment.

4.4.2. Assessments of competence of instructors

Assessments of competence for an initial issuing are booked directly with the examiner by the ATO. For revalidation and renewal these tests can be booked directly with the examiner, who coordinates the time, place, and aircraft. It is important that you as examiner verify that you are qualified to conduct the test.

4.4.3. Assessment of competence of examiners

Assessment of Competence for examiner certificates, are booked directly with the candidate (or company / training organisation). This applies to initial issue, revalidation, and renewal of examiner certificates. Please note that for renewal of examiner certificates, the examiner candidate may have been required to undergo training prior to the AoC.

Examiner AoC is conducted by Norwegian senior examiners. Other arrangements may be accepted after application to CAA Norway.

4.4.4. Revalidation and renewal of ratings/certificates

After a candidate passes a PC, you may revalidate the rating on their licence as long as the applicable rating is printed on the license under item XII. If it is a PC for renewal and the rating/certificate is not included on the licence you may not fill it in, instead you must issue a temporary rating (see below).

The rating hat you add to the licence and the form, and specify on the temporary rating, must be in accordance with EASA's type and class list.

4.4.5. Temporary rating

As examiner you may not add a new rating to the licence, nor are you authorised to issue a new licence. Therefore, in tests for an initial issuing of a rating, and for PCs for renewal where the rating is not on the licence, you can issue a temporary rating. This must not have a validity more than eight weeks, counting from date to date of the test. Temporary permissions to exercise privileges may be printed out from the CAA Norway website.

A temporary rating may only be issued for type and class ratings.
After conducting skill tests for license issue, the examiner may issue a temporary permission to act as pilot.

4.4.6. Temporary permission to act as pilot

After completion of a skill test for license issue, the examiner may issue a temporary permission to act as pilot to the candidate. The temporary permit will state which privileges the candidate may exercise. The temporary permit is valid for a maximum of 8 weeks and cannot be extended.

The form is available on CAA Norway website.

Remember that the type or class rating must be written as specified in EASA's type and class list. You are not allowed to draw new boxes on the temporary permissions.

4.4.7. Testing of foreign licence holders (other EASA member states)

When testing foreign licence holders, you always must follow the specifications in the EDD. There are many countries, for example, that don't allow the revalidation of a rating on the licence. If you are unsure of anything, contact the competent authority of the license holder in question to clarify matters before you carry out the test.

After completion of tests or checks on foreign license holders, you shall send a copy of all test documentation to CAA Norway using the email address FCL.1030@caa.no.

4.4.8. Archiving

Examiners must keep the test forms from the tests they conduct for five years. The examiner must abide by applicable data protection regulations.

4.5. Notice to examiners

4.5.1. Certificate endorsement by the examiner

ARA.FCL.200(c) states that the aviation authority must develop appropriate procedures for examiners to extend or renew privileges or ratings in candidates' licenses.

The Norwegian Civil Aviation Authority authorizes holders of valid examiner certificates to revalidate and renew ratings in candidates' licenses under the following conditions:

- The ratings to be revalidated or renewed are covered by the examiners' privileges.
- The ratings are endorsed in the candidate's license in section XII. If this is not the case, NF-0339 Temporary Class and Typerating can be used.
- Only class, type and instrument ratings can be extended or renewed.
- Instructor and examiner certificates are not covered by the authorisation.
- Language endorsement cannot be revalidated or renewed in the certificate. Use NF-1076 Temporary Language Proficiency.

The Norwegian Civil Aviation Authority points out that authorization according to FCL.945 is not practised. This means that holders of a Norwegian Part-FCL certificate cannot have their class ratings for SEP and TMG extended by an instructor after completing a training flight in accordance with FCL.740.A(b)(1). This applies even if the holder of an instructor certificate from another EASA member state is authorized for this by their authority. Revalidations in the license can only be carried out by an examiner.

Revalidation of class ratings SEP(land), SEP(sea) and TMG according to FCL.740.A(b)(1) in Norwegian Part-FCL licenses, can be carried out by TRE(A/H) or SFE(A/ H) since the revalidationonly covers checking of documents (logbook, license and medical). There is no flight (PC) involved in such a revalidation.

4.5.2. Mandatory exercises during skill test

It has happened that skills tests have been deficient in that certain exercises have not been documented on the test form.

The Norwegian Civil Aviation Authority points out that mandatory exercises must be carried out during the skill test for LAPL, PPL, CPL, and IR. All exercises are mandatory unless it is specifically opened to carry out a selection or the exercise is marked "if applicable" or similar. For the skill test for ATPL, class and type rights, other guidelines that are described on the forms apply.

Before the test, the examiner must verify that the aircraft or FSTD is suitable and has sufficient equipment to carry out the exercises for the relevant test.

4.5.3. Privileges of holders of FI(A) LAPL(A) ONLY.

PPL(A) holders who have not passed the CPL theory exam may be issued an FI(A) limited to training to the LAPL(A). This is designated FI(A) LAPL(A) ONLY in the certificate.

The Norwegian Civil Aviation Authority points out that the provision in FCL.915.FI(b)(2)(i) states that a flight instructor with PPL(A) without CPL theory can only teach to LAPL(A). This means that the instructor's privileges are limited to practical training for the LAPL certificate as well as the training flight that must be completed to meet the recency requirements in FCL.140.A(a)(1).

An FI(A) LAPL(A) ONLY cannot provide training to PPL(A), class rating SEP(land), instruction in connection with the extension or renewal of class ratings, night, acro and towing

Examiners with FIE privileges must test the FI candidates' understanding of this in connection with the Assessment of Competence.

There are no corresponding provisions for helicopters.

Please also refer to AIC-N 31/21.

4.5.4. Requirements for a PC for SFE that conducts tests with IR

FCL.1005.SFE(a)(2) and (b)(2) now require that SFE(A), SFE(H) and SFE(PL) must have completed their own PC on the relevant type, including IR, if they shall conduct tests on candidates, where IR is included. Own PC must be completed within the last 12 months of the candidate's current test.

If your own PC is only to be used for SFE rights, this PC does not need to be registered by the Norwegian Civil Aviation Authority. When the test form is submitted for candidates where IR is included, SFE must attach a copy of their own completed PC.

4.5.5. Flying and carrying out tests with expired ratings

When carrying out proficiency checks, it is important that the examiner checks the following:

- Valid language proficiency
- Valid type or class rating
- Valid medical

This paragraph provides guidelines for examiners, if the examiner is contacted by a certificate holder who does not have valid ratings, or discovers this in another way:

Language proficiency

If the candidate's language proficiency has expired, the examiner must check whether flying in airspace that requires two-way radio communication has taken place after the language privilege has expired.

If the candidate has flown in airspace that requires two-way radio communication, the examiner must ensure that this is reported to the Norwegian Civil Aviation Authority. A new language test can be performed, and "Temporary Language Proficiency" (NF-1076) can be issued. A copy of the logbook must always be sent together with N-1071, when renewing language rights.

Type or class ratings

If the candidate has flown with an expired type or class rating, the examiner must ensure that this is reported to the Norwegian Civil Aviation Authority.

A new proficiency check (PC) can be carried out, if adequate training has been carried out, or documented as unnecessary by the DTO/ATO (or approved instructor at the expiry of the SEP (aeroplane) "non-high-performance" or TMG, and expired less than three years). A new expiry date can be entered in the certificate if the rating is already printed on the license. If this is not the case, use temporary rating.

Medical certificate

If the candidate has flown with an expired medical certificate, the examiner must ensure that this is reported to the Norwegian Civil Aviation Authority.

A new proficiency check can be carried out without the candidate having a medical certificate, if the examiner considers that the candidate is sufficiently fit. The examiner must act as PIC.

A new expiry date for the rating can be entered in the certificate, but cannot be used until the candidate has received a valid medical certificate. Skill test for a license must not be carried out without a valid medical clearance.

Expired licence

As a result of Part-FCL, certificates are valid for life, but both ATPL theory and IR theory can expire. For aeroplanes ATPL theory is valid for seven years from the final day of validity of the IR when holding a CPL.

For helicopters you count it from the final day of validity for a type rating. IR and ATPL theory are valid for seven years from the final day of validity of the IR when holding a CPL.

4.5.6. Valid licence and medical certificate for proficiency checks (PCs)

For skill tests/proficiency checks (PCs) and AOCs in an aircraft, the licence and medical certificate always must be valid, for the applying pilot as well as the examiner. For skill tests/PCs in a simulator, the pilot does not need to have a valid medical certificate.

Instructors/examiners must have valid licences/medical certificates – with some exceptions as specified in the regulatory framework. (SFI, SFE, MCCI, STI)

A TRI/TRE who loses their medical certificate or whose medical certificate has expired may continue to exercise their privileges, but only in a simulator. This is provided that the type rating and instructor/examiner certificate (where relevant) are valid. For revalidation of TRI/TRE, the instructor/examiner candidate need to hold a valid medical certificate.

For renewal, the instructor/examiner must comply with renewal requirements of Subparts J and K, and hold a valid medical certificate. If this is not the case the instructor, and perhaps the examiner as well, can apply for an SFI/SFE.

4.5.7. Tests at own training organisation

A person in ATO/DTO management may conduct skill tests or assessments of competence of students at that training organisation, provided they have not carried out more than 25% of the student's training. Any final assessments during training and the recommendation for the test shall not be done by the examiner.

Proficiency checks of students who have attended supplementary training are permitted.

4.5.8. The examiner's role

An examiner must act as an examiner and not as an instructor. The difference between showing an item and instructing can occasionally be subtle. The goal must always be to promote aviation safety, and the individual examiner must bear that in mind when making their assessment on a case-by-case basis.

4.5.9. ATPL with a Class 2 medical certificate

If you have been reduced to a Class 2 medical certificate for a specified period you are not required to replace your ATPL with a PPL. You can keep your ATPL for administrative purposes, but you will only be able to exercise your privileges as if you hold a PPL. If your type of operation include instrument flying, you need an IR additional examination on your medical certificate.

4.5.10. LAPL/PPL skill test

Approved diploma after passing the PPL theory exam.

In connection with the fact that the PPL theory exam takes place at the National Public Road Administration's traffic stations, the Norwegian Civil Aviation Authority wishes to specify the following: Only diplomas issued by the Norwegian Civil Aviation Authority are approved as proof of passing the PPL theoretical examination, carried out in Norway. Candidates will receive a printout from the National Public Road Administration after completing the exam, but this is not approved documentation of passing the theory exam for PPL theory.

4.5.11. Verification of theoretical knowledge during skill tests (skill test)

After the introduction of Commission Regulation 1178/2011, Part FCL, it is possible for candidates to complete theory lessons and theory exams in other EASA member countries than Norway.

As the Norwegian Civil Aviation Authority does not have direct supervision of this training, and the execution of the exam, the Norwegian Civil Aviation Authority wishes to emphasize the importance of Part FCL AMC1 FCL.235 Skill test, as well as the text in Part FCL, Appendix 9, point 7.

AMC1 FCL.235 (c)(4): "The applicant should demonstrate the ability to apply aeronautical knowledge".

Appendix 9, point 7: "During the proficiency check, the examiner shall verify that the holder of the class or type rating maintains an adequate level of theoretical knowledge."

As skill test to PPL includes a class or type rating, this point applies.

If the examiner concludes that sufficient theoretical competence is not present, this shall result in a failed test.

4.5.12. Authorization of examiners for skill test

ARA.FCL.205(c) states that the Norwegian Civil Aviation Authority must develop procedures for the authorization of examiners for carrying out skills tests, including instructor AoC (competence assessment).

The Norwegian Civil Aviation Authority authorizes holders of a Norwegian examiner certificate to carry out skill tests and instructor AoC for Norwegian license holders in line with the privileges mentioned for their relevant examiner certificate.

The Norwegian Civil Aviation Authority authorizes holders of foreign examiner certificates to carry out skill tests and instructor AoC for Norwegian license holders in line with the privileges mentioned for their relevant examiner certificate, when skill tests and AoCs have been notified and carried out in accordance with the Examiner Differences Document (EDD).

Norwegian examiners must follow the guidelines in the Examiner Differences Document (EDD) when carrying out tests for foreign certificates or ratings associated with foreign licenses.

Please note that the appointment of examiners in accordance with FCL.1000(b) is made following an application to the Norwegian Civil Aviation Authority.

4.5.13. Examiner Assessment of Competence (AoC)

With reference to FCL.1020, the Norwegian Civil Aviation Authority wishes to clarify the following.

If the senior examiner has valid ratings on the type or class used in connection with AoC, AoC can be carried out without prior notice/ appointment by the Norwegian Civil Aviation Authority. If this is not the case, the Norwegian Civil Aviation Authority request advance notice of the AoC, in order to be able to approve/appoint a senior examiner. Usually, a senior examiner with ratings on applicable aircraft, within the same category, will be appointed.

4.6. CPL

Intentionally left blank

4.7. ATPL

Intentionally left blank

4.8. IR

An applicant for an IR for a single-engine aircraft who has an IR on multi-engine aircraft in the same category does not need to perform a new IR skill test. Please refer to AIC-N 12/21 and the CAA Norway guidance material on Part-FCL Appendix 8.

4.9. Type rating

Non-complex and complex single-pilot high performance aeroplanes

For single-pilot aircraft which are flown in both single-pilot and multi-pilot operations, skill tests must be done for each rating. This can be combined in testing by essentially doing an MP test and then adding certain SP items as specified in Annex 9 to Part-FCL. A requirement for starting a type rating course for single-pilot high performance complex aeroplanes is that you have or have held an IR/ME. This can then be renewed in connection with the skill test. However, you should notify the ATO of this so they can make an assessment for the renewal of the IR, and document this. Applicants for an initial type rating course additionally must have completed an advanced UPRT course beforehand.

Requirements for starting a course for multi-pilot aeroplanes

Requirements for starting a type course (including an initial one) for type ratings on MP aeroplanes include having or having had an IR/ME. This can then be renewed in connection with the skill test. However, you should notify the ATO of this so they can make an assessment for the renewal of the IR, and document this. Applicants for an initial type course additionally have to have completed an advanced UPRT course beforehand.

4.10. Instructor certificates

Spins in FI tests

An applicant for FI(A) does not need to carry out spins in the assessment of competence for FI. However, spins must have been carried out in FI training for the applicant to be eligible for the test. It is the responsibility of the examiner to verify that spin training has been conducted on aircraft suitable for intentional spins.

Privileges

A CRI has privileges to conduct what is known as a teacher hour for the revalidation of a class rating for single-engine piston aeroplanes according to FCL.740.A(b)(ii).

4.11. Examiner certificates

An SFE may conduct proficiency checks for the revalidation or renewal of an IR if this is combined with revalidation or renewal of a type rating, provided that the SFE has passed a proficiency check for the type of aircraft, including the instrument rating, during the past year. To prove that an examiner's SFE certificate is valid under the above proviso, we urge the examiner to keep their most recent PC form to hand until a permanent solution is in place.

5. Medical certificates

5.1. Requirement to hold a Medical Certificate

Regarding Part-FCL examinations an examiner must hold a valid class 2 medical certificate to conduct examinations in aircraft, including when acting from the jump seat or similar.

An exception to the latter case is only possible with prior approval from CAA Norway.

No medical certificate for an examiner is required, when conducting examinations in an FSTD.

For CPL skill tests, the examiner must hold a valid medical class 1.

The candidate must hold a valid medical certificate when the examination is conducted on an aircraft.

When conducted in a FSTD, the candidate or assisting pilot should normally hold a medical certificate. If this is not the case, the examiner shall understand the reason behind and make the candidate aware that she/he cannot use this fact as a justification for inadequate performance. An assisting pilot without a medical shall only act in an FSTD if there is no negative influence on the conduct of the test/check.

5.2. Minimum required medical certificates

TYPE OF TEST	CANDIDATE	EXAMINER
Skill test LAPL	Class LAPL	Class 2
Skill test PPL	Class 2	Class 2
Skill test CPL	Class 1	Class 1
Skill test ATPL on FSTD	Class 1	No medical required
Skill test IR on A/C	Class 2 + IR additional examination	Class 2 + IR additional examination
Skill test class- / type rating on aircraft	Class 2	Class 2
Type rating skill test FSTD	Class 2*	No medical required
Proficiency check SPA VFR on A/C	Class 2	Class 2
Proficiency check SPH VFR on A/C	Class 2	Class 2
Proficiency check incl. IR on A/C	Class 2 + IR additional examination	Class 2 + IR additional examination
Proficiency check incl. IR on FSTD	No medical required	No medical required
Assessment of Competence instructor certificates (A/H), except SFI and STI	Class 2 + IR additional examination if IR is included	Class 2 + IR additional examination if IR is included
Assessment of Competence examiner certificate (A/H), except SFE	Class 2 + IR additional examination if IR is included	Class 2 + IR additional examination if IR is included

*Refer to last paragraph above.

6. Appendix

Examiner training checklist

Name of examiner applicant:	
Name of examiner instructor(s):	

	Flight Examiner Manual	**Training pass**			
		1	**2**	**3**	**4**
1	The examiner applicant is familiar with current FEM				
2	The student has attained thourough knowledge of all parts of the FEM relevant to the privileges applied				
3	The student is capable of using the FEM as a tool when conducting checks, tests and assessments				
Part FCL and other relevant EASA regulations					
1	The student is familiar with the structure of EASA regulations				
2	The student is familiar with the EASA regulation process				
3	The student is familiar with the legal proportions of the EASA regulations ie compaired to national regulations				
4	The student is familiar with the process to follow to deviate from EASA regulations				
5	The student has a high level of knowledge of all parts of the FCL relevants to the privileges applied, especially FCL 1015 and 1020 including GM and AMC.				
6	The student understands the structure and management systems of ATO's				
AMC and guidance material					
1	The student has a high level of knowlege of all parts of AMC and Guidance material relevant to the privileges applied				
2	The student is aware of the legal proportions of AMC and Guidance material in the EASA system				
3.	The student is familiar with the process to follow to deviate from AMC and GM				
Procedures for conduct of tests on Danish and foreign pilots, reporting etc					
1	The student is familiar with requirements to follow the norwegian examiner system (AIC)				
2	The student is familiar with requirements to take national briefing and to follow these when performing tests, checks and assesssments on non-norwegian licence holders				
3	The studens is aware of requirements of reporting intentions to national authorities				
Personal data protection					
1	The student must understand and follow relevant parts of «forvaltningsloven»				

Administrative procedures and temp licence					
1	The student must know the correct way to fill out relevant forms				
2	The student must be aware of importance and legal issues of signatures				
3	The student is aware of who is required to recieve copies of test and check forms				
4	The student must be able to enter privileges in licences according to Part-FCL				
5	The student is capable of using the scandinavian «Permit to fly» form				
6	The student must know requirements til enter information in the comments box				
7	The student must be able to identify and check all relevant requirements before signing a test form or issuing a temporary licence				
Fees, liability and accident insurance					
1	The studens must understand the norwegian fees and regulation system				
2	The student must understand the requirements for liability and accident insurance				
Human Performance and Limitation					
1	The student must show knowledge of relevant parts of the HPL part of the examiner seminar				
2	Student must show ability to use the TEM approach				
Test form interpretation					
1	The student must know the correct way to perform all excercises in the relevant test forms				
2	The student must know which forms to use				
3	The student must be familiar with the Norwegian CAA webpage				
Pass/Fail criteria					
1	The student must know possible outcome of relevant tests				
2	The student must be able to categorize possible errors				
3	The student must be able to make judgements on both technical and non-technical items				
4	The student must be able to precisely describe possible technical and non-technical errors including the use of TEM where practically.				
Revalidation and renewal procedures, inclusive specific variants					
1	The student must know requirements for relevant revalidation and reneval procedures				
2	The student must have an understanding of possible variants of these procedures, as described in appendix 8				
3	The student must know required documentation used, when performing renewal procedures				

Devices to be used					
1	The student must know what devices can be used for relevant tests				
2	The student must know requirement and certification status of these devices				
3	The student must know requirements to operate these devices				
Crew/pilot/examiner/ instructor composition					
1	The student must know requirements to crew and crew composition for relevant tests				
2	The student must be aware of requirements for use of safety pilot, simulator instructor and other positions relevant for privileges requested				
3	The student must be aware of safety aspects and legal aspects when using positions as described in (2)				
Specific theoretical knowledge					
1	he student must have thorough knowledge of all theory relevant to privileges requested. This includes international regulations, ICAO annexes, docs, used NOTEX 's etc, and also national regulations.				
Technical/non-technical items					
1	Great effort will be used to give the student high operational level of technical and non-technical knowledge				
2	The student must be able to identify all relevant technical and non-technical issues relevant to privileges requested				
3	The student must be able to describe non-technical issues using TEM				
Documentation inclusive comments					
1	The student must know all requirements to use the comment box				
2	The student must know how to describe issues in the comment box, to avoid any				
3	The student must know all other required documentation relevant to privileges requested				
Examiner role					
1	The student must be able to work as an examiner with the correct attitude, communication form, appearance and politeness.				
2	The student must work precisely as described in required regulations.				
3	The student must be able to perform all tasks including debriefing in an objective, fair and unbiased manner.				
4	The student must know that the Norway CAA is responsible for standardization of Danish examiners and if attempted influenced when performing as an examiner, theNo CAA must be informed				
5	If questions regarding the examiner role ever occurs, theCAA Norway will provide assistance				
6	The student must be aware of giving correct feedback to relevant parties (DTO, ATO etc)				

Other					
1	This items can be used in any way the training inspector/senior examiner deems necessary.				
All items discussed here, must be stated in the comment box					

Luftfartstilsynet
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