

Drawn up by  
Toni Reuterstrand  
Civil aviation and Maritime  
Section for Flight Training and Licensing

## **Examiner's handbook**



**Version history**

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## Table of contents

<b>PURPOSE AND RATIFICATION .....</b>	<b>5</b>
<b>1 GENERAL OBSERVATIONS.....</b>	<b>6</b>
1.1 Introduction .....	6
1.2 The examiner's task.....	6
1.3 Abbreviations and definitions of terms.....	8
<b>2 ORGANISATION AND CONTACT INFORMATION .....</b>	<b>15</b>
2.1 Civil Aviation and Maritime Department .....	15
2.2 Contact.....	15
2.2.1 Addresses.....	15
2.2.2 Email addresses and weblinks .....	16
2.2.3 Phone numbers .....	17
2.2.4 Examination team.....	17
2.3 Agencies in neighbouring countries.....	17
<b>3 EXAMINER CERTIFICATION .....</b>	<b>19</b>
3.1 Basic requirements .....	19
3.2 Selection .....	20
3.3 Training .....	20
3.3.1 Basic training .....	20
3.3.2 Further training .....	20
3.3.3 Standardisation training.....	21
3.4 Privileges .....	21
3.4.1 Radiotelephony (R/T) test .....	22
3.5 Oversight (inspections) .....	23
3.5.1 Disciplinary measures .....	24
3.5.2 Vested interest (challenge).....	25
3.6 Revalidation, renewal and extension .....	25
3.6.1 Revalidation.....	25
3.6.2 Renewal.....	26
3.6.3 Extension .....	26
<b>4 CONDUCTING TESTS .....</b>	<b>27</b>
4.1 Types of test .....	27
4.1.1 Skill test, ST.....	27
4.1.2 Proficiency check, PC .....	27
4.1.3 Assessment of competence, AoC .....	27
4.2 Instructions for conducting tests .....	27
4.2.1 Planning and preparation of tests.....	27
4.2.2 Number of tests per day .....	28
4.2.3 Carrying out the test .....	28
4.2.4 Assessment (including tolerances).....	31

4.2.5	Risk factors.....	32
4.2.6	Guidelines.....	35
4.3	Administrative procedures .....	41
4.3.1	Booking of tests .....	41
4.3.2	Forms .....	42
4.3.3	Revalidation and renewal of ratings/certificates .....	42
4.3.4	Temporary permission to exercise privileges .....	42
4.3.5	Testing of foreign licence holders.....	45
4.3.6	Archiving.....	45
<b>5</b>	<b>APPLICATIONS, INTERPRETATIONS AND FAQ.....</b>	<b>46</b>
5.1	Applications and interpretations.....	46
5.2	PPL .....	47
5.3	CPL .....	47
5.4	ATPL.....	47
5.5	IR .....	47
5.6	Type ratings .....	47
5.6.1	Non-complex and complex single-pilot high performance aeroplanes.....	47
5.6.2	Requirements for starting a course for multi-pilot aeroplanes .....	48
5.6.3	Removal of the Co-pilot limitation.....	48
5.7	Class ratings .....	48
5.7.1	Renewal.....	48
5.7.2	Revalidation.....	48
5.8	Instructor certificates.....	48
5.8.1	Spins in FI tests .....	48
5.8.2	Privileges .....	49
5.9	Examiner certificates .....	49
5.10	Frequently asked questions (FAQ) .....	49

## Purpose and ratification

This handbook is intended as a support tool for examiners. This includes senior examiners and skill test examiners as well as PC examiners.

The handbook is managed by the examination team at the section for Flight Training and Licensing. It is ratified by the head of the section for Flight Training and Licensing.

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Decisions in this matter were taken by section head Toni Reuterstrand. The rapporteur was flight inspector Rickard Ekengren.

Toni Reuterstrand  
Acting Head of the section for Flight Training and Licensing

# 1 General observations

## 1.1 Introduction

Civil aviation safety depends to a great extent 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 standardising of skill tests (ST), proficiency checks (PC) and assessments of competence (AoC), in order 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.

In order for us to be able to send you information in your capacity as examiner, as well as to reach you about inspection matters, we need to have your current contact details. Please send your updated email address and mobile phone number to any member of our team dealing with examiners, and we will update your contact information.

## 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 – see Chapter 2 for further information.

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 of time, 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 spirit that pervades training will affect these relations in a positive or negative way. The positive or negative views that the examiner identifies should be conveyed to the Swedish Transport Agency. It is important that the agency receives this feedback, in order for us to be able to track and supervise the training standard.

The shared responsibility of the agency and the market for training standards requires a dialogue in order 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**

**\*\* NB Please refer to the respective regulatory framework for official definitions and explanations of terms. This is only a compilation of abbreviations and terms which are used in everyday speech and which experience has shown are frequently misunderstood or confused with one another.\*\***

<b>AFM/AOM</b>	<b>Aircraft Flight/Operating Manual</b> The manufacturer's system of manuals, e g SOP.
<b>AMC</b>	<b>Acceptable Means of Compliance</b> General recommendations – Acceptable ways of fulfilling the requirements.
<b>AoC</b>	<b>Assessment of Competence</b> The test that an examiner or instructor has to pass to have their certificate issued, revalidated or renewed. Note that assessments are different for examiners and instructors.
<b>ARA</b>	<b>Authority Requirements Aircrew</b>
<b>ATO</b>	<b>Approved Training Organisation</b> An approved flight school or similar that offers training for the obtainment of pilot licences and associated ratings and certificates.
<b>ATP</b>	<b>Airline Transport Pilot</b>
<b>ATPL</b>	<b>Airline Transport Pilot Licence</b>
<b>Authorisation</b>	The letter of authorisation that qualifies an SFI, STI or MCCI to work as a simulator instructor. Normally issued with a validity of three years.
<b>CO-pilot</b>	Co-pilot (a second pilot, also known as the first officer, which means an active pilot who is not the commander)
<b>Commander</b>	See PIC



<b>CRE</b>	<b>Class Rating Examiner</b>  A person who conducts skill tests/PC for the issuing, revalidation and renewal of class ratings for single-pilot aeroplanes, and in some cases of instrument ratings.
<b>Differences training</b>	”Diff training”. Teacher-led training on different variants of the same type or on special equipment.
<b>EASA</b>	<b>European Union Aviation Safety Agency</b>
<b>EDD</b>	<b>Examiner differences document</b>  National administrative procedures and information that apply for and are used by examiners when tests are carried out of foreign licence holders. Published by EASA.
<b>En-route</b>	To fly between at least two points – under IFR they can be fix, waypoints, VOR or NDB, and under VFR between at least two suitable landmarks. A plan must be included with the estimated time of arrival, the current time of arrival and the fuel estimate, with follow-ups.
<b>Familiarisation</b>	<b>Familiarity training</b>  Self-training on a variant of a given type or a variant with special equipment.
<b>FE</b>	<b>Flight Examiner</b>  A person who conducts skills tests/PC for the issuing of PPL (Private Pilot Licence) and CPL (Commercial Pilot Licence) as well as for the revalidation and renewal of associated classes of aircraft and type ratings for single-pilot aeroplanes or single-engine, single-pilot helicopters.
<b>FIE</b>	<b>Flight Instructor Examiner</b>  A person who carries out assessments of competence for the issuing, revalidation and renewal of flight instructor certificates.
<b>Frozen ATPL</b>	Term used in e.g. the UK where examinations for commander are done at the same time as the type rating test, but the ATPL is ”frozen” until flight time requirements are met, at which point the ATPL is sent by post. This term does not occur in the regulatory framework and is not applied in the Nordic countries.

Pilots with a UK licence who have received their ATPL in the "frozen" system have to pass an ATPL skill test in order to be allowed to fly as pilots-in-command on aeroplanes registered in the Nordic countries.

<b>Skilltest examiner</b>	<b>(Skill test) examiner</b>  Examiner qualified to conduct skill tests for the initial issuing, and in some cases the renewal, of licences and certificates/ratings.
<b>F/O</b>	First officer, see CO-pilot
<b>IRE</b>	<b>Instrument Rating Examiner</b>  A person who conducts skill tests/PC for the issuing, revalidation and renewal of instrument ratings.
<b>JAR-FCL</b>	Flight Crew Licensing. Licensing and training regulations under JAR.
<b>Category</b>	Designation for a group of aircraft with similar characteristics, e g Helicopters, Aeroplanes, Balloons.
<b>Class</b>	Designation for a group of aircraft within the same category, e g single-engine aeroplane land, aeroplane sea, multi-engine piston aeroplane.
<b>Class training</b>	Training on a new class of aeroplane.
<b>Examiner</b>	A person authorised by the agency to conduct skill tests, proficiency checks (PC) or assessments of competence (AoC).
<b>Examiners' meeting</b>	(Also "atandardisation meeting") Annual refresher training required for the renewal of an examiner certificate. Does <u>not</u> qualify participants for renewal of teaching or instructor certificates.
<b>Line check (LC)</b>	Company check of a pilot during a production flight.
<b>LFS / TSFS</b>	The Swedish Transport Agency's Code of Statutes. Available on the agency's website.
<b>LPC</b>	<b>Licence Proficiency check</b>  Term used in some member states for PC.
<b>Instructor AoC</b>	Assessment of competence of an instructor certificate, for its issuing, revalidation or renewal. Not to be confused with the assessment of competence of examiner certificates. Referred to as simply AoC in the regulatory framework, but called Teacher AoC in this handbook to distinguish it from Examiner AoC.

<b>Instructors' seminar</b>	Seminar which is required in some cases in order to renew a teaching/instructor certificate. Does <u>not</u> qualify participants for renewal of examiner certificates.
<b>MEA</b>	Multi-Engine Aeroplane
<b>MEH</b>	Multi-Engine Helicopter
<b>MEMP</b>	Multi-Engine Multi-Pilot
<b>MESP</b>	Multi-Engine Single-Pilot
<b>MET</b>	Multi-Engine Turbine
<b>Motion</b>	Flight simulator system that simulates an aeroplane's movements.
<b>MP</b>	Multi-Pilot
<b>MPA</b>	Multi-Pilot Aeroplane
<b>MPH</b>	Multi-Pilot Helicopter
<b>OPC</b>	<b>Operator Proficiency Check</b>  Proficiency check drawn up in accordance with flight operator regulations. Each flight crew member undergoes the operator proficiency check to show their ability to carry out normal and abnormal procedures as well as emergency procedures.
<b>OSD</b>	<b>Operational Suitability Data (OSD)</b>  Material from the aircraft manufacturer concerning the mandatory elements of training for the type/class. A list of contacts is available on the EASA website (List of OSD TC/STS holders contacts).
<b>PART-FCL</b>	Licensing and training regulations that began to apply on 8 April 2013 in Sweden.
<b>PC</b>	<b>Proficiency Check</b>  A check that all pilots have to undergo at varying intervals, depending on the certificate/rating, in order to revalidate or renew it.
<b>PC examiner</b>	Examiner limited to conducting proficiency checks (PC) for revalidation and renewal of certificates/ratings.
<b>PICUS</b>	<b>Pilot-in-Command under Supervision</b>

	Program that allows F/O to count PIC flying time to meet the requirements for an ATPL.
<b>PIC</b>	Pilot-in-Command (also Commander)
<b>PF</b>	<b>Pilot Flying</b> The pilot who is at the flight controls.
<b>PNF</b>	<b>Pilot non-Flying</b> The pilot who is not currently at the flight controls.
<b>Renewal</b>	Renewal of a certificate/rating that has expired.
<b>Revalidation</b>	Extension of a certificate/rating within its period of validity.
<b>SEN</b>	<b>Senior Examiner</b> A person authorised by the Swedish Transport Agency to conduct assessments of competence on examiners.
<b>SEPH</b>	Single-Engine Piston Helicopter
<b>SEPL</b>	Single-Engine Piston Land
<b>SES</b>	Single-Engine Sea
<b>SET</b>	Single-Engine Turbine
<b>SETH</b>	Single-Engine Turbine Helicopter
<b>SETS</b>	Single-Engine Turbine Sea
<b>SFE</b>	<b>Synthetic Flight Examiner</b> Person who conducts PCs and skill tests in flight simulators.
<b>Skill Test</b>	Skill test for the initial issuing (and in some cases renewal) of a licence or certificate.
<b>SP</b>	Single-Pilot
<b>SPA/SP</b>	<b>Single-Pilot Aeroplane, Single-Pilot operations</b> Certified single-pilot aeroplanes on single-pilot operations.
<b>SPA/MP</b>	<b>Single-Pilot Aeroplane, Multi-Pilot operations</b> Certified single-pilot aeroplanes on multi-pilot operations.

**Temporary permission****to exercise privileges**

Temporary permission that can be issued by an examiner for the period until the formal licence is issued. Applies for a maximum of eight weeks.

**TRE****Type Rating Examiner**

Person who conducts skills tests or PCs for the issuing, revalidation or renewal of type ratings for multi-pilot aeroplanes or helicopters and for the issuing of ATPLs. Also qualified under certain circumstances to conduct proficiency checks for TRI/SFIs.

**Type training**

Training for a new type. Carried out at the ATO.

**Training under****supervision**

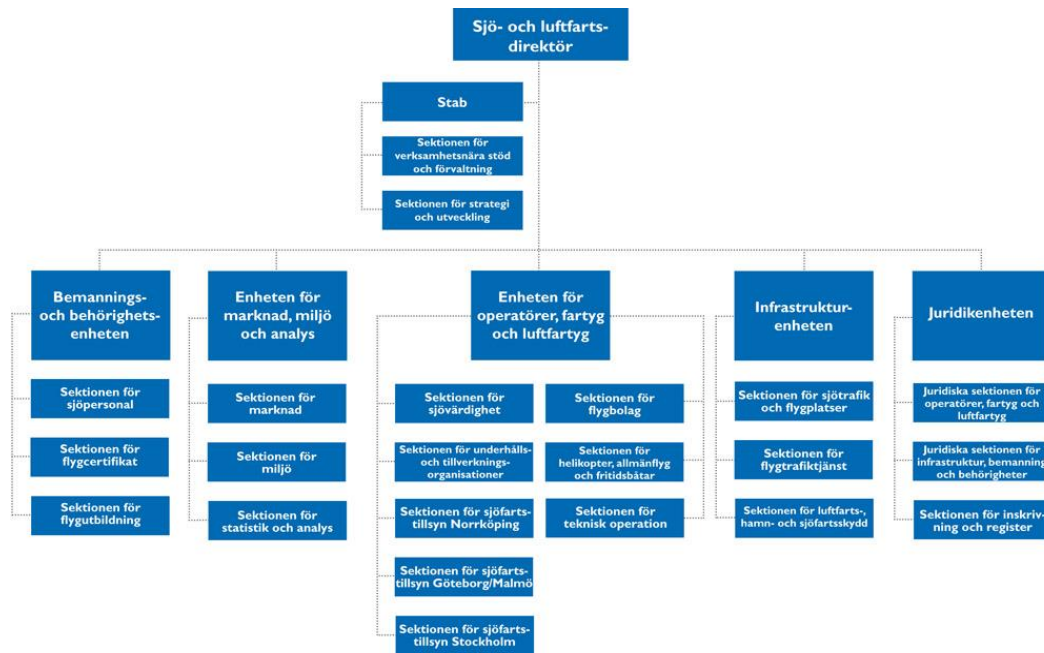
Three hours of training that future STIs and MCCIs do under the supervision of an appointed examiner in order to obtain their instructor certificate (not to be confused with Supervision above).

**ZFTT**

Zero Flight Time Training – training entirely carried out in a simulator. Performed in connection with an operator and subject to special regulations.

## 2 Organisation and contact information

### 2.1 Civil Aviation and Maritime Department



### 2.2 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.

#### 2.2.1 Addresses

The Swedish Transport Agency's main postal address is

Transportstyrelsen / Swedish Transport Agency  
601 73 Norrköping

Letters to the examination team should be addressed directly to the person in question, or else specify "Section for Flight Training and Licensing" below Transportstyrelsen / Swedish Transport Agency.

The Swedish Transport Agency's visiting address in Norrköping is  
Olai Kyrkogata 35  
Norrköping

Our visiting address in Stockholm is  
Isafjordsgatan 1  
Kista

## 2.2.2 Email addresses and weblinks

### Email addresses

Miscellaneous queries can be sent to [flygutbildning@transportstyrelsen.se](mailto:flygutbildning@transportstyrelsen.se)

Queries about undergoing an initial assessment of competence as examiner, and questions about skill tests, proficiency checks and assessments of competence can be sent to [notification@transportstyrelsen.se](mailto:notification@transportstyrelsen.se).

Test forms for Swedish licence holders can be scanned/saved as PDFs and sent to (note that a separate email is required for each individual) [certifikat.w3d3@transportstyrelsen.se](mailto:certifikat.w3d3@transportstyrelsen.se)

Test forms for licence holders who are not Swedish (but from an EASA member state) can be scanned/saved as PDFs and sent to [utl.prot@transportstyrelsen.se](mailto:utl.prot@transportstyrelsen.se)

All questions regarding your own licence can be sent to [luft.certifikat@transportstyrelsen.se](mailto:luft.certifikat@transportstyrelsen.se) and if it concerns your medical certificate you can send it to [luft.medicin@transportstyrelsen.se](mailto:luft.medicin@transportstyrelsen.se)

### Weblinks

Notifications for skill tests and for initial issuing of assessments of competence for instructors are available on the Swedish Transport Agency's website under the heading Non-swedish examiners [Test notification for skilltest and Assessment of Competence - Transportstyrelsen](#)

We recommend that Swedish examiners read the Examiner Difference Document (EDD) even when testing Swedish licence holders.

The Swedish Transport Agency's website for aviation: [Aviation - transportstyrelsen.se](https://transportstyrelsen.se)

The Examiners' web is available under Aviation, flight training and licensing [Flight training and licensing - Transportstyrelsen](#)



### 2.2.3 Phone numbers

The main phone number to the Swedish Transport Agency is 0771-503 503. Phone numbers to individual team members are listed below. If you want to speak to a licences administrator, use the group number 0771-29 00 60.

### 2.2.4 Examination team

#### **Multi-Pilot Aeroplane**

Rickard Ekengren, 010-49 564 81, +46(0)722-45 21 48

[rickard.ekengren@transportstyrelsen.se](mailto:rickard.ekengren@transportstyrelsen.se)

#### **Single-Pilot Aeroplane**

Toni Reuterstrand, 010-49 536 88, +46(0)709-22 71 78

[toni.reuterstrand@transportstyrelsen.se](mailto:toni.reuterstrand@transportstyrelsen.se)

#### **Helicopter**

Vacant

#### **Theory**

Therese Abrahamsson, 010-49 545 96, +46 (0)767-21 10 89

[therese.abrahamsson@transportstyrelsen.se](mailto:therese.abrahamsson@transportstyrelsen.se)

Alexander Röstberg, 010-49 565 03, +46(0)706-98 88 56

[alexander.rostberg@transportstyrelsen.se](mailto:alexander.rostberg@transportstyrelsen.se)

#### **Travel service**

GSF Res (formerly LFV Res), +46(0)102-120 700

## 2.3 Agencies in neighbouring countries

Denmark: Trafik- Bygge- og Boligstyrelsen  
Phone: +45(0)7221 8800  
Email (main): [dcaa@trafikstyrelsen.dk](mailto:dcaa@trafikstyrelsen.dk)  
Email (examiners): [moke@fbst.dk](mailto:moke@fbst.dk)  
Website: [www.trafikstyrelsen.dk](http://www.trafikstyrelsen.dk)

Norway: Luftfartstilsynet  
Phone: +47(0)755 85000  
Email (main): [postmottak@caa.no](mailto:postmottak@caa.no)  
Email (examiners): [hro@caa.no](mailto:hro@caa.no)  
Website: [www.luftfartstilsynet.no](http://www.luftfartstilsynet.no)

Finland TraFi  
Phone: +358(0)206 186 050  
Email: [kirjaamo@trafi.fi](mailto:kirjaamo@trafi.fi)  
Website: [www.trafi.fi](http://www.trafi.fi)

## 3 Examiner certification

### 3.1 Basic requirements

In order to become an examiner, an applicant must fulfil the requirements specified in the basic regulation (Regulation [EC] No 216/2018<sup>1</sup>) and Part-FCL (Annex 1 of Regulation [EU] No 1178/2011<sup>2</sup>). The examiner qualifications for which an applicant can be certified are

FE – Flight Examiner  
CRE – Class Rating Examiner  
IRE – Instrument Rating Examiner  
TRE – Type Rating Examiner  
SFE – Synthetic Flight Examiner  
FIE – Flight Instructor Examiner

The regulatory requirements for the above examiner certifications are based on an applicant having the corresponding instructor certificate and some form of experience. It is worth pointing out that the requirements for TRE and SFE now include at least 50 hours as instructor on the applicable type or FSTD (hours as instructor during production flights do not count).

The Swedish Transport Agency divides examiners into two categories: PC only examiners and skilltest examiners. PC only examiners are authorised to conduct proficiency checks for revalidation and renewal of type and class ratings. Skilltest examiners are authorised to conduct skill tests, proficiency checks and assessments of competence for issuing, revalidation and renewal of type and class ratings.

In addition to the above certifications, an examiner can be certified as a senior examiner. Such examiners are authorised to conduct assessment of competence for issuing, revalidation and renewal of examiners' certificates. The title is abbreviated SEN on the examiner's certificate.

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<sup>1</sup> Regulation (EC) No 216/2008 of the European Parliament and of the Council of 20 February 2008 on common rules in the field of civil aviation and establishing a European Aviation Safety Agency, and repealing Council Directive 91/670/EEC, Regulation (EC) No 1592/2002 and Directive 2004/36/EC, most recently amended by Commission Regulation (EU) No 6/2013 of 8 January 2013.

<sup>2</sup> Commission Regulation (EU) No 1178/2011 of 3 November 2011 laying down technical requirements and administrative procedures related to civil aviation aircrew pursuant to Regulation (EC) No 216/2008 of the European Parliament and of the Council, amended by Commission Regulation (EU) No 2016/539.

## **3.2 Selection**

The Swedish Transport Agency only certifies appropriately qualified applicants with a high level of professional integrity as examiners. Applicants' suitability is examined by the Swedish Transport Agency in connection with their application. Applicants have to prove that they are not subject to, nor have been subject to, any sanctions for non-compliance with the Basic Regulation and its Implementing Rules during the past 3 years, e.g. suspension, limitation or revocation of any of their licences, ratings or certificates issued in accordance with Part-FCL.

When an applicant applies for examiner training, the Swedish Transport Agency evaluates their knowledge, background and experience, as well as their personal characteristics. The agency must be satisfied with an applicant's qualifications and suitability for the role as examiner before accepting them on the examiner training programme.

Skilltest examiners are selected by the Swedish Transport Agency among PC examiners and have to undergo additional training by the agency. The number of skilltest examiners is subject to market needs, and when an applicant has been accepted for a course they are once again evaluated.

Senior examiners are selected by the Swedish Transport Agency among skilltest examiners. The selection is made on the basis of the agency's inspection programme and candidates are invited by a special arrangement.

## **3.3 Training**

### **3.3.1 Basic 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 applicant becomes authorised to conduct PCs.

### **3.3.2 Further training**

#### **Skill test examiner**

Training to become a skilltest examiner is done as a supplementary programme with a concluding assessment of competence. The assessment of competence has to be performed in the new examiner role, e.g. in a skill test or assessment of competence of an instructor.

**Seniors**

Training programme for the role of Senior, with the focus on AoC of examiners as well as other subjects that the task as Senior may include.

**FIE**

The focus of this programme is on AoC and of future examiners with special consideration to "soft subjects" such as attitudes, approaches and learning. Special emphasis is given to building aviation safety at the individual level.

**3.3.3 Standardisation training**

Standardisation training is done by means of examiner seminars with joint sessions for all participants followed by division into three groups – Multi-Pilot Aeroplane, Single-Pilot Aeroplane and Helicopter. In these seminars we draw up a unified assessment basis together, and disseminate ideas and knowledge about how we will continue to develop the examiner's role and achieve a high level of aviation safety. The schedule of seminars is published on the Swedish Transport Agency's website.

**3.4 Privileges**

The examiner's privileges depend on which role or roles they are certified for. Below is a brief description of the privileges of each examiner role. For a full description of the privileges, see Chapter K of Part-FCL. Pay attention to the possible limitations (PC only) described in 3.3.

**FE** – May conduct skill tests for the issuing of LAPLs, PPLs, CPLs and mountain ratings as well as skill tests and proficiency checks (PC) for the issuing, revalidation or renewal of associated class/type ratings of single-pilot aeroplanes or single-engine, single-pilot helicopters.

**CRE** – May conduct skill tests for the issuing, revalidation and renewal of class ratings for single-pilot aeroplanes.

**IRE** – May conduct skill tests for the issuing, revalidation and renewal of instrument ratings (IR).

**TRE** – May conduct skill tests and proficiency checks for the issuing, revalidation and renewal of type ratings for multi-pilot aeroplanes and complex high performance single-pilot aeroplanes as well as type ratings on helicopters, and for the issuing of ATPLs. After having had the rating for three years the examiner may also conduct assessments of competence of SFIs or TRIs – this, however, requires a full TRE rating.

**SFE** – May conduct skill tests and proficiency checks for the issuing, revalidation or renewal of the type ratings multi-pilot aeroplanes and complex high performance single-pilot aeroplanes, as well as helicopters in a flight simulator.

**FIE** – May conduct assessments of competence for the issuing, revalidation and renewal of flight instructor certificates.

**SEN** – May conduct assessments of competence for the issuing, revalidation and renewal of examiner certificates.

#### 3.4.1 Radiotelephony (R/T) test

Skilltest examiners are authorised to conduct tests for radiotelephony ratings. These tests must be carried out with all licence holders who have to use radiotelephony and for whom the Swedish Transport Agency is responsible. There are two different procedures, one for PPL students and another for others. Both of these consist of a theory part and a practical part. The theory test for R/T can be downloaded from the Swedish Transport Agency's website. Contact a member of the examination teams for login details.

The R/T test must be done in the language you intend to have your rating in, i.e. if you want a Swedish R/T rating you perform the theory test and practical test in Swedish. If you want an English rating, you perform both tests in English. This means that if you want both a Swedish and an English rating you have to perform two theory tests and a practical test in two parts.

For PPL students the theory test is conducted by the head before the first solo flight, while the examiner conducts the practical test.

#### **Test procedure**

The student fills in their information on the form (L1600). The back side of the form is used to fill in the results of the various parts of the test. The final result is filled in on the front page.

Before the test begins:

Check that the information on the form and the ID card is correct

Inform the test takers about how the test is structured, including the time given and pass requirements

Make it clear that two tests have to be done if the test taker wishes to have both Swedish and English ratings

Explain the practical part of the test

Make it clear that the test does not include a language test for a language proficiency.

After the test you have to give feedback on both the written and practical parts.

The practical part is carried out as a roleplay, with the examiner acting as the counterpart in the radio communication. It is appropriate to use a real scenario – otherwise there is an example scenario on the Swedish Transport Agency's website. The roleplay should take 15–30 minutes depending on the number of test takers. The number of participants in the roleplay should not exceed six. If the test takers wish to have both languages, half of the test must be in Swedish and half in English. For PPL students this part is carried out live during the skill test.

After the test has been completed, fill in the form and have each applicant sign their copy if required. This is to ensure the result is accepted by the test taker.

### **Payment**

You must receive payment for the test from the applicant. There is no guideline for how much the test should cost.

## **3.5 Oversight (inspections)**

The Swedish Transport Agency is responsible for carrying out inspections of all examiners it has certified as well as of the foreign examiners that exercise their privileges in Sweden. 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 archive inspections.

These inspections are the Swedish Transport Agency's 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 the Swedish Transport Agency.

Examiners must:

- Conduct tests objectively and in line with current procedures and standards for tests as laid down by EASA and the Swedish Transport Agency.
- 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 the Swedish Transport Agency so requests.
- Continue to maintain good professional integrity and the trust of the Swedish Transport Agency, applicants, training organisations and the civil aviation industry.
- Collaborate with the Swedish Transport Agency in a satisfactory manner. This includes responding to communications and requests made regarding inspection matters or in other contexts.

### 3.5.1 Disciplinary measures

If an examiner does not fulfil the requirements and standards expected of examiners, the Swedish Transport Agency can take measures. Such measures may include the following

- Interview
- Warning in writing
- Requirement to undergo and pass a new course or assessment of competence
- Limitation of examiner's privileges
- Suspension of examiner's certificate
- Revocation of examiner's certificate

#### **Test conducted with invalid qualification**

If an examiner carries out a test when their licence 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 will have disciplinary action taken against them.

### 3.5.2 Vested interest (challenge)

An examiner may not conduct a test with an applicant if the examiner thinks their objectivity can be called into question. In other words, think twice!

An examiner may not conduct a skill test or an assessment of competence if he/she has taken part in more than 25% of the applicant's training.

With respect to proficiency checks (PC), the examiner may carry out the supplementary training (theory, simulator or aeroplane) required for a renewal and still conduct the PC.

## 3.6 Revalidation, renewal and extension

All applications for revalidation, renewal and extension must be made on the designated form. Don't forget to include a certificate from an examiners' meeting when this is required.

### 3.6.1 Revalidation

An examiner's certificate can be revalidated if the examiner fulfils the following requirements:

- The examiner has conducted six tests during the period of validity. These tests may be in the form of skill tests, proficiency checks or assessments of competence. Note that only one OPC doesn't count in fulfilling this requirement.
- The examiner has, over the last 12 months of the validity period,
  - Participated in standardisation training (examiners' meeting) (for FIE and SEN certificates, see below)
  - Conducted one test under the supervision of an Inspector or a Senior examiner

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.

In order to revalidate a FIE and/or Senior certificate, attendance at specific meetings for FIE and SEN is required in addition to attendance at the ordinary examiners' meeting. For FIE, at least one meeting has to be attended during the authorisation period; for SEN the requirement is two meetings during the authorisation period.

### 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 (examiners' meeting)
- Conducted a test under the supervision of an Inspector or Senior

If the examiner's certificate has been invalid for more than 12 months, the agency will make an assessment regarding additional training; if it has been invalid for more than three years, additional training and an assessment of competence are required.

### 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 Conducting tests

This chapter describes the different types of tests that an examiner can conduct, how the test is to be carried out, administrative procedures, and other information concerning the test itself.

### 4.1 Types of test

Part-FCL describes three types of test. The requirements profile for each of these tests can be found in the respective annex to Part-FCL or, for PPLs, in the AMC.

#### 4.1.1 Skill test, ST

Skill tests are done for the initial issuing of a licence or a rating. The Swedish Transport Agency requires a notification prior to any skilltest which is done on the website [Test notification for skilltest and Assessment of Competence - Transportstyrelsen](#)

#### 4.1.2 Proficiency check, PC

Proficiency checks are performed for revalidation or renewal of a rating. The requirements for all proficiency checks are specified in Annex 9 of Part-FCL, except for EIRs which are in the AMC.

#### 4.1.3 Assessment of competence, AoC

Assessments of competence are made for the initial issuing, revalidation and renewal of instructor certificates and examiner certificates. Assessments of competence for instructor certificates can be conducted by an FIE, or by a TRE (skilltest) with three years' experience, depending on what certificate the test is for. Assessments of competence for examiner certificates can be conducted by a senior examiner appointed by the Swedish Transport Agency or by an inspector.

### 4.2 Instructions for conducting tests

#### 4.2.1 Planning and preparation of tests

When an examiner is going to conduct a test it is essential that they have prepared for it in a professional manner. This means careful and relevant planning to enable a fair test. For example, before you meet the candidate you have to prepare as much as possible for the test. This includes a weather check, planning the structure of the test, selecting airports and verifying the suitability of the aircraft or simulator. Give the candidate information well in advance of the test, so that they are able to prepare an operational flight plan, a mass and balance and performance calculations.

#### 4.2.2 Number of tests per day

You should not plan for more than:

- Three test for PPLs, CPLs, IRs or class ratings per day
- Two tests for multi-pilot type ratings or ATPLs per day
- Two assessments of competence for instructor certificates per day
- Four tests for single-pilot type ratings per day

You should plan so that you have enough time for briefing, flying, debriefing and administrative tasks. Block times shall be planned with the following minimum times:

- LAPL, PPL and CPL 90 minutes
- IR, FI and SP type 60 minutes
- MPL, ATPL and MP type 120 minutes

If the rules allow for a combined test of different ratings as listed above, e.g. for some PCs, this does not automatically mean you should add up the individual minimum times. The total time of a combined test can thus be shorter than for the two tests taken separately. For example, if you do a combined PC with IR and SR type, the total time can be less than 120 minutes.

#### 4.2.3 Carrying out the test

Below are general instructions for carrying out tests. You can find more category-specific pointers to bear in mind under Guidelines.

##### **General instructions**

The competence level of pilots depends to a large extent on the examiner's competence and example. It is therefore important that you as examiner are aware of the significance of certain personal characteristics, and that you possess them. These include fairness, consistency, objectivity, friendliness and decisiveness.

You as examiner are the one laying down the conditions for the test. Every candidate is different, and it is your task to create a test atmosphere that enables a fair test. This makes it important that you understand your role as examiner and the effect that the things you do and say will have on the candidate's performance and the test situation as a whole. Always begin by arriving on time. Try to create a friendly and stress-free atmosphere, and don't give negative feedback during the test. Remember that a candidate will often be nervous before a test situation and that this can have a direct

effect on their performance and hence on the result of the test. Comments relating to the candidate's performance should be provided during debriefing only.

**Airmanship**

Airmanship is not an individual skill but a conjunction of knowledge, competence and skills. As examiner you have to demonstrate and promote airmanship at the same time as you assess an applicant's airmanship. Factors that play a part in airmanship include decision-making, communication, crew cooperation, workload management and situational awareness. A decision to fail an applicant which is based solely on insufficient airmanship must be very carefully considered, as the assessment can be regarded as wholly subjective. As examiner you also have to be satisfied that a successful flight was the result of good airmanship and not of good luck.

**Pilot-in-command and Pilot Flying**

For tests on board aircraft the examiner must be the pilot-in-command, unless otherwise agreed before the test. Be sure to clarify who is to fly the aircraft under normal circumstances and in an emergency situation, respectively.

**Briefing**

A briefing contains several different elements. It is recommended that you begin with the conditions for the test that are specified in the regulations, e.g. Annex 9 in Part-FCL. Verify that the candidate meets the formal requirements before doing the test. Use the check list that is on the form. Then explain the structure and content of the test, and what the assessment of results is based on. Provide time for any questions the candidate may have regarding the content, structure etc of the test. Once the conditions for the test have been established you can proceed to ask theoretical questions. Finally, ensure that everything is ready for the flight/simulator session, e.g. weather, airworthiness etc.

**Flight**

Carry out the test in accordance with the plan you informed the candidate about. Only diverge from the planned structure in exceptional cases, and if so, inform the candidate of this alteration. The test is intended to simulate an actual flight, so try to include all the required items in a workable way. You can avoid a lot of problems by giving clear instructions during the test.

Ensure that the aircraft or simulator has all the equipment required for the test and that it is in working order, e.g. intercom, instruments etc.

Give the candidate the opportunity and time to show their capability, and avoid giving feedback during the flight – particularly negative feedback. Save that for the debriefing. However, if you decide to fail the candidate

you can ask them if they want to complete the remaining items of the test or if they prefer to terminate the test immediately.

If the candidate is unsuccessful in completing a given item of the test, that item may be attempted a second time provided you think this is appropriate. You may want to perform some other item of the test before repeating it, however any second attempt must absolutely not be preceded by any form of briefing or information that a second attempt is to be initiated – instead the exercise or item is simply to be repeated.

Use your judgement in simulating emergency situations, and ensure they are carried out in a safe way. Always be clear that a simulated engine failure on the aircraft is a simulated situation. On multi-engine aircraft you also have to be clear about which engine still has power and who has the engine controls.

**Debriefing**

We encourage you to inform the candidate of the result upon completion of a flight or simulator session. Do this in an impartial way and always explain the reasons for your decision. Remember that every test situation and every individual is unique, and that this has a bearing on the way you should convey the decision. In the event of a negative result it may be a good idea to give yourself time to think through how you should convey this.

When you go through the test with the candidate, do so in a structured way. For example, you can chronologically run through the flight and how it went. If the candidate should be unwilling to accept the result, and a conflict situation arises, avoid getting into an argument with the candidate. Your decision stands and is not subject to discussion. In a simulator it can be helpful to use printouts of the flight if a conflict should arise.

If the result is a fail, you as examiner can specify the training, if any, that the candidate has to do before retaking the test. If the candidate fails the retest, additional training will be required.

The fundamental goal is for the candidate to walk away from the test, regardless of its outcome, with the feeling that they have learned something within the area of civil aviation safety. Bear this in mind when debriefing the candidate.

Remember the following regarding administration of the debriefing

- The original form is to be given to the candidate
- You keep a copy of the form

- You send a copy to the licence-issuing member state (the Swedish Transport Agency in the case of Swedish licence holders, at the indicated email address, see section 2.2.2)
- When testing foreign licence holders a copy must be sent to the Swedish Transport Agency at the indicated email address, see section 2.2.2
- Endorse the licence or issue a temporary permission to exercise privileges, as the case may be, see section 4.3.4
- If the candidate so wishes, fill out their logbook (this may be required in some cases, e.g. for PCs on Annex I aircraft)

#### 4.2.4 Assessment (including tolerances)

The assessment of a test consists of an assessment of each individual item as well as an overall assessment. Use a systematic approach, such as the one below, when making decisions in order to achieve a fair assessment.

1. Was the applicant's performance satisfactory?
2. Were there any errors/deviations?
3. If so, were they of a significant nature?
4. Were the errors/deviations frequent?

Using the answers to these questions you can systematically obtain justification for a decision. This makes the decision well-founded and facilitates delivering a fail decision.

#### **Tolerances**

Tolerances are described in a number of places. They can be found in each annex to Part-FCL, in the AMC for Part-FCL. Remember to make an overall assessment of performance and of external factors, and that a single tolerance deviation does not necessarily lead to a fail. Also note whether the deviation is discovered and corrected by the applicant, so that a consistent tolerance deviation is not accepted.

#### **CRM/HF (Loss of control, automation)**

Since CRM/HF are recognised factors in connection with accidents and incidents that occur, organisations such as ICAO and EASA have focused on improving and minimising the risks associated with these factors. We urge the examiner to make an assessment of these "soft" values when conducting a test, and to highlight situations and instances where the aircraft's normal flight envelope is exceeded.

#### 4.2.5 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.

##### **Tests on 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

##### **Test on MEP (Land)**

*Flying with one engine out of service*

Tests for CPL as well as for MEPL class ratings include engine failure during takeoff 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 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 takeoff 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.

### *Stall exercises*

Ensure that you are always able to make manoeuvres in accordance with the flight handbook. 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 an end in itself 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 tests. For CPL tests no additional requirements are specified, meaning that you can choose how to carry out the exercise. In the class test it has to be done in clean configuration and without climbing or descending.

**Test in a simulator**

Tests in a simulator are of a different nature regarding risk factors. The risks related to aviation safety on an aircraft are not present here. There are nevertheless factors you need to consider, including the following.

- Avoid having more people in the simulator than what it is specified for
- With motion on, make sure you are strapped in
- Be aware of and ensure that all participants are aware of the location and function of the emergency stop, fire extinguisher and escape ladder and routes

**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 situation. Before the test, go through the terms "my controls, your controls" and who will be flying the aircraft in the event of an emergency situation.

**Exaggerated manoeuvres**

There is no reason to push either the aircraft's 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.

**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.

**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.

**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.

**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.

**Personal chemistry**

It is important that you as examiner try to create a good atmosphere for the test, but there may be occasions when the personal chemistry between examiner and applicant just is not there, no matter how much you try. Bear this in mind when you conduct the test so that it does not affect the way you carry out the test. Regardless of the atmosphere or environment that installs itself, the test has to be as fair as possible and has to be kept within the limitations you have set up for yourself.

**4.2.6 Guidelines**

In order to bring about consistency in testing, the following describes a number of requirements/directives/recommendations in each category.

**Multi-Pilot Aeroplane, MPA**

The following factors that could influence the outcome of the test have been identified: weather, simulator error, fill-up captain, time of day, error in managing the simulator from the operator's position.

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

As far as is possible, the test must be conducted in a simulated commercial flight environment, fuel estimates, mass and balance and performance calculations must be carried out. Electronic Flight Bag, EFB, or traditional calculations are acceptable. Questions should be asked about fuel, mass and balance and performance, where reference may be made to the aeroplane manufacturer's manual. Supporting documentation by an operator may be used if the examiner and the applicant agree to do so. The purpose is for the applicant is to understand why these calculations are made and how the results are obtained. The examiner must ensure, by appropriate means, that the applicant has an adequate level of theoretical knowledge. Note that this adequate level of knowledge must derive from the rating or licence test, and cannot be substituted for – but may usefully be supplemented with – company-related questions.

Standard Operating Procedures (SOP) must be used and may be those of the operator, the training organisation, or those of the aeroplane manufacturer. The examiner and applicant must agree on an SOP, what decision heights, MSA/MORA/MOCA, MAPt, go-around and engine failure after takeoff procedures apply, before beginning the practical part of the test.

The examiner must ensure that the test is conducted in a simulated commercial flight environment and that the planning which preceded the test is put into practice during it. The examiner may determine to what extent they want to implement the simulated commercial flight environment (what was previously termed LOFT). The examiner may adapt the remaining exercises of the test to the situation, as well as to what extent they are simulated in a commercial flight environment.

Regarding the equipment of the various types, the equipment used to operate the aeroplane will be accepted. For aeroplane types managed by means of FMS/FMC, knowledge of these must be included in the test. Usually such aeroplane types are certified with that type of equipment, which is therefore to be regarded as part of the aeroplane. If the operator uses an EFB this will also be regarded as part of the aeroplane. For aeroplanes that have a Flight Path Vector (FPV) or similar, the applicant will be allowed to decide whether or not they want to use it in connection with a raw-data approach.

During skill tests for ATPLs applicants may choose either the left-hand or the right-hand seat provided that all the items of the test/check can be carried out from the chosen seat. The following points, which comprise a pilot-in-command's tasks, must be specifically checked as part of the examiner's test of applicants for an ATPL, irrespective of whether the applicant acts as PF or PM:

- a) Ability to manage crew cooperation.
- b) Ability to maintaining a general survey of the aircraft operation by appropriate supervision; and
- c) Ability to setting priorities and making decisions in accordance with safety aspects and relevant rules and regulations appropriate to the operational situation, including emergencies.

For skill tests and PCs it is not a requirement that the crew consist of a captain and a first officer. If a fill-up is to be used, this can be an instructor, a pilot who has a rating for the type, or a pilot whose type rating has not been invalid for more than a year. However, for a combined OPC/PC the requirement is for an operational crew consisting of a captain and a first officer or two captains.

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.

Due to the increase in Loss of Control (LOC) as a cause of accidents, the examiner is urged to include items such as stall and windshear in the test even if these are not mandatory items. Alternatively, the examiner can initiate a discussion about the risks and the situations in which the aeroplane is outside of the normal flight envelope.

#### **Clarification of 3.9 Instrument flight procedures (Form TSL7077)**

3.9.3.1 The flight director and autopilot must be disconnected no later than at the final approach fix

3.9.3.4 The autopilot must be disconnected and reversion to manual flight occur no later than at the final approach fix

#### **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.

Aeroplanes 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 aeroplane 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 general 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.

#### **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.

**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.

### **4.3 Administrative procedures**

#### **4.3.1 Booking of tests**

Booking of skill tests and assessments of competence as specified below can in applicable cases be done via email, see section 2.2.2.

##### **PC**

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

##### **Assessments of competence of instructors**

Assessments of competence for an initial issuing are booked directly with the examiner, who is then responsible for notifying the Swedish Transport Agency of this. 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, e.g. that you have had a TRE certificate for three years.

**Assessment of competence of examiners**

Assessment of competence for an initial issuing of an examiner certificate are booked through the Swedish Transport Agency as part of examiner training. Revalidation and renovation of a certificate can be booked directly with a duly qualified senior examiner.

**4.3.2 Forms**

Forms for PCs, skill tests and assessments of competence are available to download from the Swedish Transport Agency's website, under forms-Aviation-Certificate and education. You can use the text search function to find the appropriate form if you are unsure of its number.

**4.3.3 Revalidation and renewal of ratings/certificates**

After a candidate passes a PC you have to revalidate the rating/certificate on their licence. You fill in the rating/certificate, the date of the test and the final date of validity on the back of the licence. Fill in the columns for IR if this has also been tested. The final date of validity must always be the last day of the month. If the PC was carried out within the past three months, you count forward one, two or three years (depending on the rating/certificate) from the final date of validity. If the PC was carried out more than three months ago, you count forward from the month in which the PC was carried out. 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 have to issue a temporary permission to exercise privileges (see below).

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

**4.3.4 Temporary permission to exercise privileges**

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/certificate, and for PCs for renewal where the rating/certificate is not on the licence, you can issue a temporary permission to exercise privileges. This must not have a validity in excess of eight weeks, counting from date to date of the test. Temporary permissions to exercise privileges may be printed out from the Examiners' web.

**Temporary permission to exercise privileges**

Temporary permission to exercise privileges is the Swedish Transport Agency's manner of allowing the pilot to exercise their new privileges while waiting for a new licence, immediately after a pass test. Such permission is to be issued for an initial issuing or a renewal when the rating/certificate is not on the licence.

A temporary permission to exercise privileges may only be issued for ratings/certificates. It cannot be issued for a licence.

Remember that the type or class rating must be written as specified in EASA's type and class list. Text boxes which are not used must be blacked or crossed out in a clear way.

## Temporary permission to exercise privileges

*According to Article 2 paragraph 3(b) of the Basic Regulation (EC No. 216/2008) and ARA.FCL.215(d)*

**This temporary permission can only be issued in accordance with the national procedures referred to in the EASA Examiner Differences Document**

### Pilot details

Last name	First name
Swedish licence number	
SE.FCL.	

### Privileges issued

The Examiner must confirm that the candidate has fulfilled all applicable requirements for the issue of a temporary permission as follows	
Category Aeroplane <input type="checkbox"/> Helicopter <input type="checkbox"/> Balloon <input type="checkbox"/> Sailplane <input type="checkbox"/>	
Rating*  <input type="checkbox"/> Class or type rating: <input type="checkbox"/> VFR only <input type="checkbox"/> IFR Please note that a type rating is only valid if the relevant aircraft training has been performed <input type="checkbox"/> Type rating acquired through a ZFTT course: <input type="checkbox"/> restricted to the following Commercial Air Transport Operator <input type="checkbox"/> Instrument Rating: SE <input type="checkbox"/> ME <input type="checkbox"/>	
Certificate TRI(FFS only) <input type="checkbox"/> TRI(base) <input type="checkbox"/> TRI(LIFUS) <input type="checkbox"/> TRI <input type="checkbox"/> On type: <input type="checkbox"/> SFI <input type="checkbox"/> On type: <input type="checkbox"/> FI(restricted) <input type="checkbox"/> FI Instructor <input type="checkbox"/> IRI/SE <input type="checkbox"/> IRI/ME <input type="checkbox"/> CRI <input type="checkbox"/> On class: <input type="checkbox"/>	

\* For the renewal of a rating the candidate must present evidence of having held the rating

### Examiner details

Last name	First name
Examiner certificate number	Licence number

**This temporary permission is valid 8 weeks from the date of test.**

Location	Date of test
Pilot signature	Examiner signature
Examiner phone no.	Examiner stamp

#### 4.3.5 Testing of foreign licence holders

When testing foreign licence holders you always have to 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 agency in question to clarify matters before you carry out the test, in order to avoid disciplinary measures.

Swedish temporary permissions cannot be issued for foreign licence holders. Other countries may have their own temporary permissions – this should be specified in the EDD – in which case that should be used. This applies to Norwegian and Danish pilots as well.

#### 4.3.6 Archiving

Examiners must keep the test forms from the tests they conduct for five years.

The European General Data Protection Regulation, GDPR, which came into force on 25 May 2018, lays down requirements for the protection of personal data. This has implications for the archiving procedures you need to follow as an examiner. Integritetsskyddsmyndigheten, the Swedish Authority for Privacy Protection, has published extensive information about this, see <https://www.imy.se/other-lang/in-english/the-general-data-protection-regulation-gdpr/>

What you have to pay attention to is how you store personal data such as names, personal identity numbers or unique information that can be linked to only one person (e.g. if you write "the US president" that can be linked directly to one individual). These data have to be identified, among other things, in order to ensure management and protection of them.

If you have questions regarding the storage of personal data, we suggest that you contact the Swedish Authority for Privacy Protection.

## 5 Applications, interpretations and FAQ

### 5.1 Applications and interpretations

#### **Exchanging licences**

It is a common misconception that the agency requires that you exchange your licence if you work as a pilot in another country. This is not true, but it is true that the operator often prefers this because they find it simpler to have to deal with only one aviation authority. This applies to several air transport operators in Europe. However, no-one can force you to exchange your licence – the decision is ultimately yours as the licence is personal.

You are entitled to keep your Swedish licence if you want to. You can move to another EASA member state if you wish. We accept medical examinations and PC/OPCs carried out in all EASA member states, so there are no practical obstacles. You just have to make sure that the documents are sent to the Swedish Transport Agency so we can update the licence information in the database.

#### **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. For helicopters you count it from the final day of validity for a type rating. IR and ATPL theory is valid for seven years from the final day of validity of the IR. If the theory expires, a new skill test and theory examination are required.

#### **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 have to 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 licence or medical certificate.

Instructors/examiners have to 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 renewal, however, the instructor/examiner must have a valid medical certificate. If this is not the case the instructor, and perhaps the examiner as well, can apply for an SFI/SFE.

**Tests at own training organisation**

A school head or person in school management may conduct skill tests or assessments of competence of students at that school, provided they have not carried out more than 25% of the student's training. PCs of students who have attended supplementary training are also permitted.

**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.

**ATPL with a Class 2 medical certificate**

If you have been reduced to a Class 2 medical certificate for a specified period of time 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 under PPL.

**5.2 PPL**

Skill tests for PPL must use the designated form and be carried out under the AMC with Part-FCL.

**5.3 CPL**

CPL-SE applicants are not required to have undergone training on a multi-engine aircraft.

**5.4 ATPL**

Intentionally left blank

**5.5 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.

**5.6 Type ratings****5.6.1 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 course additionally have to have completed an advanced UPRT course beforehand.

#### **5.6.2 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.

#### **5.6.3 Removal of the Co-pilot limitation**

The Co-pilot limitation on licences will be removed. If you run into anyone with an ATPL with this limitation you can ignore it. You can inform the pilot in question that they should contact the licensing section in order to request a new licence without the limitation.

### **5.7 Class ratings**

#### **5.7.1 Renewal**

As a result of the introduction of Part-FCL, skill tests are no longer required for the renewal of class ratings. The current requirements are an assessment by the ATO, any supplementary training as needed, and a PC. An instructor can also carry out the training towards a renewal, provided that the rating expired no more than three years earlier and that it was a class rating for single-engine piston non-high performance aeroplanes, or a class rating for TMGs.

#### **5.7.2 Revalidation**

All examiners can revalidate a class rating for single-engine piston aeroplanes if they can present a flight logbook with one hour's flying time with a teacher, 12 hours over the past few months (six of which as PIC), and 12 takeoffs and landings.

### **5.8 Instructor certificates**

#### **5.8.1 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 have to have been carried out in FI training in order for the applicant to be eligible for the test.



### 5.8.2 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.

An SFI certificate that was issued before 8 April 2013 provides privileges, under "grandfather's rights" to do training for the revalidation or renewal of an instrument rating.

In order to conduct tests of a TRI or SFI you have to have been an examiner for at least three years, and you have to be a skilltest examiner. However, you are allowed to count your time as a PC examiner as part of the required three years.

### 5.9 Examiner certificates

An SFE certificate that was issued before 8 April 2013 provides privileges, under "grandfather's rights" to perform revalidation or renewal of an instrument rating.

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.** In order 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.

### 5.10 Frequently asked questions (FAQ)

The most frequently asked questions and their answers can be found on the examiner pages of the Swedish Transport Agency's website (see section 2.2.2). If you cannot find the answer to your question there, contact the Swedish Transport Agency (see section 2.2). If your question concerns a purely licence-related matter, contact the licensing section.