

PEL 1.3.030	 <small>רשות התעופה האזרחית Civil Aviation Authority</small>	PEL Handbook
Conducting the Skill Test		Revision 2
		22 JUL 12

1. Objective

- 1.1. Although the skill test for each type of licence or rating is discussed in the chapter on that subject, there is general information an inspector/examiner should know.
- 1.2. An inspector/examiner may administer airman certification skill tests only while on duty within the scope of the job description, and while being compensated by the CAA.

2. General

2.1. Conduct of Skill Tests.

All skill tests shall be conducted in accordance with the Air Navigation Regulations (ANRs), the Skill Test Standards (STS), the operating limitations of the aircraft, and the procedures prescribed in the aircraft flight manual. Efforts to standardize testing procedures shall not result in procedures contrary to those specified by the CAA Approved, Aeroplane or Rotorcraft Flight Manual. If an inspector/examiner becomes aware of a procedure in any aircraft flight manual, which is potentially hazardous or contrary to Civil Aviation Administration (CAA) policies, the procedure should be brought to the attention of the PEL-Office through established channels.

2.2. Knowledge Test Reports.

An inspector/examiner conducting a skill test shall note the failed areas on the applicant's knowledge test report to identify possible deficiencies that may affect the applicant's flight performance. Authorised instructors may endorse the knowledge test report form, attesting that an applicant has received instruction in the areas missed on the test.

2.3. Special Emphasis Items and Miscellaneous Licensing Information

The following paragraphs are additional areas of consideration when conducting a skill test. Many of these special emphasis items are the result of accident investigation findings and statistical analysis of pilot operational errors.

2.3.1. DANGERS ASSOCIATED WITH SIMULATION OF POWER FAILURE IN SINGLE ENGINE AEROPLANES BY THE INTERRUPTION OF FUEL FLOW.

2.3.1.1 Accident History.

A recent study of fuel starvation accidents showed that most accidents in which simulated engine failure was a factor involved single engine aeroplanes. Use of the above procedures can result in an actual emergency depending

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on factors such as engine wind milling characteristics, fuel quantity remaining, and fuel selector and mixture control system design.

2.3.1.2 Alternatives.

Inspectors/Examiners should ensure that the subject of simulated engine failure in single engine aeroplanes is given special emphasis during appropriate contacts with pilot schools and flight instructors. Alternative means of engine out simulation should be discussed; for example, retarding the engine throttle control or power/thrust lever.

2.3.2. PILOT EXTERNAL VIGILANCE (SCAN PROGRAM).

The continuing occurrence of midair collisions highlights a need to place special emphasis on the importance of cockpit external vigilance. While some operators have taken action to train crews in effective scan techniques, there is a need for all pilots to make a more conscious effort to search outside the cockpit for conflicting traffic.

2.3.2.1 Scanning Technique.

The probability of spotting a potential collision threat increases with the time spent looking outside, but certain techniques may be used to increase the effectiveness of the scan time. The human eye tends to focus somewhere, even in a featureless sky. In order to be most effective, the pilot should shift glances and refocus at intervals. Most pilots do this in the process of scanning the instrument panel, but it is also important to focus outside to set up the visual system for effective target acquisition.

2.3.2.2 Head Movement.

Pilots should be reminded that it is necessary to move the head in order to search around the physical obstructions, such as door and window posts. The doorpost can cover a considerable amount of sky, but a small head movement can reveal a threat these areas could be concealing.

2.3.2.3 Peripheral Vision.

Peripheral vision can be most useful in spotting collision threats from other aircraft. Each time a scan is stopped and the eyes are refocused; the peripheral vision takes on more importance because it is through this element that movement is detected. Apparent movement is almost always the first perception of collision threat and probably the most important because it is the discovery of a threat that triggers the events leading to proper evasive action and safe operation.

2.3.2.4 Scanning Emphasis.

Inspectors/Examiners should ensure that the subject of scanning and cockpit vigilance is included in training programs and is emphasized on all skill tests. Special

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emphasis should be given during contacts with pilot schools and flight instructors. Inspectors/Examiners should be keenly aware of flight operations near navigational aids, high density traffic areas, visual traffic patterns, and during simulated instrument practice where a tendency to "look inside" is common among pilots.

2.3.3. ACCURATE POSITION REPORTING AND COLLISION AVOIDANCE.

2.3.3.1 Accident History.

A fatal midair collision between a helicopter and a light twin-engine aeroplane, inbound to the same airport, demonstrated the importance of accurate position reporting by pilots when communicating with ATS facilities. The events contributing to this accident are as follows:

Because of radio frequency congestion, the aeroplane, which was on an IFR flight plan, was unable to communicate with the control tower upon arriving at the requested report fix. When the pilot of the aeroplane was able to contact the tower, he gave his position as inside the requested fix. The controller, based on this report, was convinced that the aeroplane was within five miles of the final approach fix. The helicopter pilot contacted the same control tower and reported "coming up on" a known visual fix approximately two miles from the airport.

The controller, having received these two indefinite position reports, believed that there was no conflict of traffic and did not issue a traffic advisory to either aircraft.

If the pilots of both aircraft had reported their positions more accurately, this accident may not have occurred.

2.3.3.2 Importance of Accurate Position Reporting.

Inspectors should ensure that the subject of accurate position reporting and collision avoidance is discussed frequently and that relevant information is given the widest possible dissemination during contact with flight instructor, pilot examiners, approved training organisations, and the aviation community. It should be made clear that it is a pilot responsibility to exercise diligent scanning and accurate reporting procedures during aircraft operations.

2.3.4. INSTRUMENT FLYING SKILLS - PARTIAL PANEL.

2.3.4.1 Partial Panel Training.

Data gathered during accident investigations show a need for emphasis on the skills required for control of aircraft in instrument conditions without the use of the attitude indicator. Partial panel operations involving control of an aeroplane through the use of "needle, ball, airspeed" develops skills that are needed should the attitude indicator

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fail during flight in instrument conditions. These skills apply to all pilot licences.

2.3.4.2 Partial Panel Emphasis.

Inspectors should emphasize to examiners and flight instructors the need for pilots to maintain competency in partial panel operations. Testing of basic aircraft control with partial panel should be emphasized on all skill tests and proficiency checks when instrument flight skill is required for the type of pilot licence being applied for or required.

3. Reference Material, Forms & Job-Aids

3.1. Reference Material

- 3.1.1. ANR.PEL.36(d)
- 3.1.2. For PPL – ANR.PEL.102
- 3.1.3. For CPL – ANR.PEL.121
- 3.1.4. For ATPL – ANR.PEL.130-131
- 3.1.5. For IR – ANR.PEL.189
- 3.1.6. For CFI – ANR.PEL.137

3.2. Forms

- 3.2.1. PELF 1.3.001A - Application form for Licence/Rating/Authorisation
- 3.2.2. PELF 1.3.001D - Notice of Denial
- 3.2.3. PELF 1.3.001E - Letter of Discontinuance

4. Process

4.1. SKILL TEST PREFLIGHT BRIEFING.

4.1.1. Preflight Briefings.

To ensure the highest degree of safety during skill tests, the inspector/Examiner must conduct a preflight briefing on safety procedures, duties, and responsibilities before each skill test.

This briefing must be given regardless of the abilities of the crewmembers and their previous experience flying together. The briefing must inform all participants of their respective duties during the flight. This is particularly important in

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situations when many individuals are involved. For example, during a skill test in a turbojet aircraft requiring two pilots when the skill test also involves an examiner candidate, up to four people may have responsibilities. The applicant for the licence or rating and a qualified industry pilot may occupy the two pilot seats. In this case, the qualified industry pilot would function as the safety pilot. An examiner candidate would administer the test while a qualified inspector observes both the examiner candidate and the applicant. The preflight briefing must inform the participants in the skill tests of the guidelines and standards the inspector or examiner intends to use to determine if the applicant has passed or failed the manoeuvre. This would include a discussion of the appropriate STS standards, the circumstances under which manoeuvres could be repeated, and other similar issues.

4.1.2. Safety Pilot.

One person must be designated as the safety pilot for the skill test, and must occupy a pilot station during the skill test. When an inspector occupies one of the pilot stations, the inspector may perform the role of safety pilot and must do so in certain circumstances (i.e., applicant under the hood). In cases when the inspector does not occupy a pilot station, then a qualified industry pilot must be designated the safety pilot.

4.1.3. Safety Pilot Duties.

The safety pilot must be briefed on his or her duties prior to the skill test. These duties include:

- physically intervening on the controls before a manoeuvre or procedure deteriorates to an unsafe level;
- ensuring overall safety of the flight to whatever extent necessary; and
- ensuring safety in whatever manner would be effective if a particular manoeuvre cannot be executed safely.

4.1.4. Inspector's/Examiner's Role.

The inspector or examiner, when not occupying a pilot station, must rely on the safety pilot to interfere and override any decision by the inspector, examiner candidate, applicant, or other person if safety requirements demand it.

4.2. STRUCTURE OF THE SKILL TESTS

The skill test consists of a demonstration of aeronautical knowledge and a demonstration of aeronautical skill or flight proficiency. The two demonstrations are not intended to be separate tests; rather, they should be conducted concurrently.

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4.2.1. The Oral Portion.

The demonstration of knowledge is sometimes referred to as the oral portion of the skill test and generally consists of a question and answer exchange between the inspector/examiner and the applicant. The knowledge, which should be tested, is identified in the STS and ANR.PEL.

The questions asked of an applicant should be clearly stated and have only one correct response. The correct response to the question should reflect a clear understanding of the subject by the applicant. Trick questions or questions requiring trick responses should be avoided. The correct answers to all questions should be available in the ANR, aeroplane flight manual, or other acceptable sources.

Maintaining an un-intimidating atmosphere is important, as it enables the applicant to relax and ultimately improves performance. Care should be taken, however, not to give the applicant "ground school." When questions are consistently missed or the applicant gives confused or unrelated answers, the skill examination must be ended and a Notice of Disapproval issued.

4.2.2. Group Testing.

It has been customary to administer the oral portion of the skill test to applicants individually. This practice ensures confidentiality and allows the examiner to conduct the test, as the situation requires. In some circumstances, however, it can be advantageous to administer the oral test to no more than two applicants simultaneously. When two applicants of similar backgrounds have trained in the same aircraft or training course and are being tested for identical certifications, simultaneous testing may be conducted if the applicants and examiner all agree to that method.

Simultaneous testing helps ensure crew coordination and can enhance cockpit skills, thereby furthering the team-training concept.

4.2.3. The Flight Test.

The demonstration of skill is the flight portion of the skill test, where the applicant demonstrates proficiency in the aircraft for which the licence or rating is sought.

ANR.PEL and the STS detail the specific objectives, tasks, operations, and the expected results for the licence or rating. If the applicant fails to perform any task to the standard, the applicant has failed that task and is not eligible for the licence or rating until the failed task is passed on a subsequent test.

The inspector, examiner, safety pilot, or applicant may

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discontinue the test at any time when failure of a required operation makes the applicant ineligible for the licence or rating sought. If the test is discontinued, the applicant shall receive credit for only those pilot operations, which were successfully performed. The applicant may also elect to continue the test, with the consent of the inspector or examiner, after failing a required item. The applicant will receive credit only for those operations that are satisfactory.

4.2.4. Retest in the Event of Failure.

An applicant who fails the skill test may re-apply for the test only after the applicant presents a written statement from an authorized instructor, certifying that the instructor has given appropriate instruction and that the applicant is competent to pass the test. When more than 30 days have elapsed since a failure, the inspector or examiner shall re-examine the applicant on all areas of operation and tasks required for that licence or rating.

4.3. PREREQUISITES FOR SKILL TESTS.

To be eligible for a skill test, the applicant must meet the following prerequisites:

4.3.1. Knowledge Test Requirement.

The applicant must have passed any required knowledge test, see ANR.PEL.34(1).

4.3.2. Medical Certificate Requirements.

A person applying for the original issuance of a pilot licence must present a medical certificate appropriate to the pilot privileges being sought. Pilot privileges require an appropriate medical certificate, while aircraft ratings and limitations do not. The specific medical certificate required for each skill test is indicated in the specific chapter.

4.3.3. Documentation.

Documentation must be presented by the applicant verifying that all aeronautical experience prerequisites have been met. This includes endorsements (if required) and a written record of ground and flight time. In addition, the applicant must present an appropriately completed Application Form For Licence/Rating/Authorization, see PELF 1.3.001A.

4.4. SKILL TEST STANDARDS.

CAA publishes Skill Test Standards (STS) in the form of Advisory Pamphlets (APs). The ANR.PEL specifies the areas in which an applicant must demonstrate knowledge and skill before a licence can be issued. The STS contain the specific tasks in which knowledge and skill must be demonstrated. When

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necessary, the CAA shall add, delete, or revise these tasks to enhance flight safety.

4.4.1. Skill Test Correlation to ANR.PEL.

The areas of operation and tasks contained in the STS encompass the pilot operations specified by ANR.PEL for each grade of licence. The flight competency required by the ANR is stated in terms of areas of operation. The specific procedures and maneuvers used to ensure competence in the required areas of operation are detailed in the applicable STS.

4.4.2. Public Availability.

The public may purchase copies of the STS from the CAA. CAA inspectors receive copies and revisions through regular CAA distribution channels.

4.4.3. STS Introduction.

The skill test standards give detailed instructions on the use of the standards in preparation for conducting a skill test. The standards are arranged into sections with "Areas of Operation." Areas of Operation are phases of flight in a logical sequence, beginning with preflight preparation and ending with the flight's conclusion.

Skill tests must be conducted according to the requirements of the applicable STS.

The inspector/examiner should not allow the conduct of skill tests to evolve into a predictable pattern that can or will be recognized by students or instructors.

Evaluation of an applicant's performance shall be based on the applicant's ability to satisfactorily meet the objectives of each required task.

4.5. **SEGMENTED SKILL TESTS (PLANNED).**

An inspector/examiner may be requested to conduct a skill test as a planned, segmented skill test. This normally involves conducting a skill test for a licence or type rating for which an applicant attends a training centre away from the home base. The applicant must first satisfactorily accomplish the oral portion, then the simulator portion of the skill test, as well as satisfactorily accomplish a portion of the skill test in the actual aircraft. The applicant is required to present documentation proving that the oral portion was passed and identifying the maneuvers and procedures tested during the simulator portion (if applicable). Inspectors/Examiners should be aware that they may request the applicant to perform maneuvers that were completed.

4.6. **CARRIAGE OF PASSENGERS DURING SKILL TESTS.**

The practice of carrying persons, other than those participating

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in the skill test, is limited to individuals who have a legitimate interest in the skill test.

4.6.1. Authorized Persons.

These individuals may include the following:

- designated examiners who are authorized to conduct similar flight tests or
- examiner candidates chief pilots or instructors for flight schools and
- other inspectors

4.6.2. Unauthorized Persons.

Examples of unauthorized persons are non-flying relatives, persons not involved in a flight-training program, non-flying employees, or friends of the owner or operator.

4.6.3. Consent for Passenger Carriage.

The carriage of authorised persons must be with the mutual consent of owner/operator, the skill test applicant, and the inspector.

4.6.4. Additional Crewmembers.

In some large aircraft, skill tests may include operations (such as simulated equipment failures or engine fires) that may divert the attention of both pilots. In such cases, the inspector shall request the applicant to provide a qualified observer in the cockpit to assist in maintaining a constant watch for other air traffic.

4.7. AIRCRAFT AND EQUIPMENT USED DURING SKILL TESTS.

ANR.OPS.30 states that no person may operate a civil aircraft unless it is in an airworthy condition. An applicant for an airman licence or added rating therefore must furnish an airworthy aircraft appropriate for the licence or rating sought. This includes military aircraft or properly licenced aircraft of foreign registry.

4.7.1. Equipped for the Skill Test.

The aircraft shall have equipment for each pilot operation specified on the skill test. The equipment shall have no operating limitation that would prohibit the aircraft's use in any required pilot operation. The aircraft shall have pilot seats with adequate visibility for safe operation and, when the inspector is in a jump seat or flight deck observer seat; have cockpit and outside visibility adequate to evaluate the applicant's performance.

4.7.2. View Limiting Device.

During the skill test for an instrument rating or other ratings

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requiring a demonstration of instrument proficiency, the applicant must provide equipment, satisfactory to the inspector, which prevents flight by visual reference.

4.7.3. Single Controls.

At the discretion of the inspector/examiner, an aircraft furnished by the applicant may have a single set of controls. In this situation, the inspector/examiner observes the applicant from the ground or from another aircraft.

Tests for the addition of aircraft class or type ratings to private and commercial pilot licences may be conducted in single control or single place aircraft.

Pilot licences issued following successful completion of a flight check, conducted in a single place gyroplane must bear the following limitation: "PRIVATE PILOT, ROTORCRAFT SINGLE PLACE GYROPLANE ONLY" or, for a licence of a higher grade than private, "ROTORCRAFT SINGLE PLACE GYROPLANE, PRIVATE PILOT PRIVILEGES ONLY."

4.7.4. Self-Launching Gliders (Motor Gliders).

Aircraft that have been licenced as gliders with self-launching capability cannot be used for any aeroplane skill test, since there are no dual aeroplane/glider category designations. Inspectors/Examiners can determine the category of an aircraft by examining the airworthiness certificate.

4.8. SKILL TEST DISCONTINUATION.

Environmental, mechanical, or personal situations can occur which cause the skill test to be discontinued. Should this occur, the inspector/examiner shall assure the applicant that he or she has not failed the skill test and shall attempt to reschedule the test as soon as possible. The most frequent reasons for discontinuance of a skill test are weather, unforeseen mechanical problems, and applicant incapacitation.

4.8.1. Weather.

A test could be postponed by rapidly changing weather. For example, at the conclusion of the knowledge demonstration portion of the skill test, the inspector and the applicant may discover that lowered ceilings or visibility would preclude a safely conducted flight.

4.8.2. Mechanical Problems.

The applicant may discover, during preparation for the flight portion of the test, a mechanical problem that would preclude safe conduct of the flight. For example, preflight examination could reveal that the wrong grade of fuel had

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been placed in the aircraft. In this case, an appropriate inspector should issue an aircraft condition notice or a Special Flight Permit to the owner/operator after inspection of the aircraft.

4.8.3. Medical Problems.

The applicant or the inspector/examiner could experience medical problems (for example, exhaust fumes in the cabin causing severe headaches or sinusitis because of pressure changes) after the test has begun. The test should be discontinued immediately at either the applicant's or the inspector's/examiner's suggestion.

4.8.4. Letter of Discontinuance.

When a skill test is discontinued for reasons other than an unsatisfactory performance, CAA Form PELF 1.3.001E, Letter of Discontinuance, should be returned to the applicant. At that time, the inspector signs and issues a letter identifying the portions of the skill test that were successfully completed.

A copy of the letter should be retained by the inspector for the purpose of recording work accomplishment.

The applicant may use the letter to show an inspector or examiner which portion of the skill test was successfully completed, provided that another test is attempted within 60 days. When the test is resumed, the letter shall be forwarded to the PEL Office and made a part of the airman's certification file.

When more than 60 days have elapsed since the original skill test or if the inspector doubts the applicant's competency in areas where the applicant received credit during a previous skill test, the inspector shall re-examine the applicant on any pilot operations required for that pilot licence or rating.

4.9. ENGINE SHUTDOWN ON MULTIENGINE AEROPLANES DURING SKILL TESTS

4.9.1. Requirement to Simulate Engine Failure.

Inspectors and examiners are required to simulate an engine failure when giving skill tests in multiengine aeroplanes to determine an applicant's ability to recognize a failed engine and to follow the prescribed checklist procedures while maintaining positive control of the aeroplane. Accidents that have occurred during some of these skill tests may have been caused by shutting off the mixture control to simulate an engine failure when in the traffic pattern at an aerodrome. As a result of such occurrences, it is recommended that instructors and

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examiners substitute a reduction of power at altitudes below 3,000 feet above ground level (AGL) to simulate engine failure.

4.9.2. Procedures.

Inspectors and examiners conducting skill tests in multiengine aeroplanes should discuss the method to be used in simulating an engine failure with the applicant before the test. Inspectors and examiners should use caution in shutting down an engine with the mixture control since in some engine installations; such action may preclude a timely engine restart or may damage the engine. In no case should the mixture control be used to simulate engine failure below 3,000 feet AGL. Rather, a reduction in power should be used to simulate an engine failure unless the manufacturer recommends other procedures. In such case, the inspector or examiner should discuss the manufacturer's recommended procedures with the applicant prior to the flight. It is the policy of the CAA that these recommended procedures be followed as prescribed.

4.10. **SKILL TESTS IN MILITARY AIRCRAFT.**

Inspectors/Examiners are occasionally required to administer skill tests in military aircraft. The aircraft provided by the applicant must be equipped to perform all maneuvers required on the test.

4.10.1. Aircraft Authorization.

After a request for a skill test is received, an appointment for the test may be arranged between the inspector/examiner and applicant. At the time of the request, the applicant should be informed that the applicant will be required to present a letter from the commanding officer or the operations officer of the military organization stating that the applicant is authorized to use the aircraft to receive a skill test from the CAA and that all maneuvers required for the test are authorized to be conducted in the aircraft. Without the official, original letter accompanying the application, no part of the test (for example, oral, simulator check, or preflight operations) should be given.

4.10.2. A clear understanding of responsibility among the inspector, office manager, and the military organization must be maintained so that no question of accident or injury claim liability exists. A CAA inspector must be on official CAA duty while conducting such skill tests.

4.10.3. ATPL Skill Tests. An area of concern is the administration of an ATPL skill test in a large aircraft for which there is no

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civil counterpart. Current policy provides for inspectors/Examiners to give such tests even though an aircraft type rating is not concurrently issued. Emphasis should be placed on assuring that the aircraft is properly equipped to perform all flight maneuvers and that all equipment is functional before flight. Additionally, the aircraft must be properly equipped for the inspector; for example, jump seat, communications panel, oxygen provisions. At the conclusion of the flight test, the inspector should enter the appropriate category or class rating on the licence with any appropriate limitation, such as centre thrust only, VFR only, etc.

4.10.4. Examiners.

Designated pilot examiners who are requested to conduct skill tests in military aircraft should follow the above guidelines.

4.11. **REPEATING MANOEUVRES ON SKILL TESTS.**

A maneuver that is not performed to the required standard during a skill test may be repeated once only, unless one of the following conditions applies:

4.11.1. Discontinuance.

Discontinuance of a maneuver for valid safety reasons; i.e. a go-around or other procedure necessary to modify the originally planned maneuver.

4.11.2. Collision Avoidance.

Inspector/examiner intervention on the flight controls to avoid another aircraft that the applicant could not have seen due to positioning or other factors.

4.11.3. Misunderstood Requests.

Legitimate instances when applicants did not understand an inspector's request to perform a specific manoeuvre. An applicant's failure to understand the nature of a specified manoeuvre being requested is not grounds for repeating a manoeuvre.

4.11.4. Other Factors. Any condition under which the inspector was distracted to the point that he or she could not adequately observe applicant's performance of the manoeuvre (radio calls, traffic, etc.).

4.12. **ACCIDENTS AND INCIDENTS DURING SKILL TESTS.**

4.12.1. Inspector's/examiner's Responsibilities.

In the event that an accident or incident should occur during a skill test, the inspector must follow prescribed procedures

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for handling such occurrences. The safeguarding of lives and property should be the highest priority following an accident or incident.

4.13. UNSATISFACTORY PERFORMANCE

4.13.1. Pilot: If, in the judgment of the examiner, the applicant does not meet the standards of performance of any Task performed, the associated Area of Operation is failed and therefore, the skill test is failed.

The examiner or the applicant may discontinue testing any time after the failure of a subject area. The applicant will receive a **Notice of Denial**.

When a Notice of Denial (PELF 1.3.001D) is issued, the examiner shall record the applicant's unsatisfactory performance in terms of the Area of Operation and specific Task(s) not meeting the standard appropriate to the skill test conducted. The Area(s) of Operation/Task(s) not tested and the number of skill test failures shall also be recorded. If the applicant fails the skill test because of special emphasis area, the Notice of Denial shall indicate the associated task. (i.e. Area of Operation VIII, Maneuvering During Slow Flight, failure to use proper collision avoidance procedures).

Typical areas of unsatisfactory performance and grounds for disqualifications are:

- 4.13.1.1 Any action or lack of action by the applicant that requires corrective intervention by the examiner to maintain safe flight.
- 4.13.1.2 Failure to use proper and effective visual scanning techniques to clear the area before and while performing maneuvers.
- 4.13.1.3 Consistently exceeding tolerances stated in the Objectives.
- 4.13.1.4 Failure to take prompt corrective action when tolerances are exceeded.

4.13.2. Aviation Maintenance Technician:

If the applicant does not meet the standards of any of the elements performed (knowledge, core competency, or other skill elements), the associated subject area is failed, and thus the practical test is failed. The examiner or the applicant may discontinue testing any time after the failure of a subject area. The applicant will receive a **Notice of Denial**, and will be given full-credit for those subject areas performed successfully.

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Typical areas of unsatisfactory performance and grounds for disqualifications include the following:

- 4.13.2.1 Any action or lack of action by the applicant that requires corrective intervention by the examiner for reasons of safety.
- 4.13.2.2 Failure to follow acceptable or approved maintenance procedures while performing skill (practical) projects.
- 4.13.2.3 Exceeding tolerances stated in the maintenance instructions.
- 4.13.2.4 Failure to recognize improper procedures.
- 4.13.2.5 The inability to perform a return to service standard, where applicable.
- 4.13.2.6 Inadequate knowledge in any of the subject areas.

See CAA form PELF 1.3.001D Notice of Denial. In some cases a Letter of Denial may be issued.

5. Task Outcomes

5.1. This process results in one of the following:

- 5.1.1. A licence, rating or authorization
- 5.1.2. Notice of Denial.