MAXFLI

AVIATION

MPA TRE/SFE Examiner Course

Part 1

Ground school and examiner development

UK Multi-Pilot Aeroplanes
UK Part-FCL and CAA Standards Documents 24(A), 28 and 41(A)

Development edition 1.0 / September 2026

Provider review draft. For adaptation and delivery through an appropriately approved provider. This material does not constitute CAA course approval, an examiner certificate or authority to conduct licensing checks.

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01 | Course identity and control

MPA TRE/SFE Examiner Course - Part 1: Ground School
MaxFli Aviation | Development edition 1.0 | 13 September 2026

This course develops the knowledge, judgement and practical habits of prospective UK multi-pilot aeroplane Type Rating Examiners and Synthetic Flight Examiners. Read it with Part 2 FFS, the current UK rules and the approved course provider's manuals. The material is type-neutral and is written for experienced instructors, not ab-initio pilots.

Status: provider review draft. This is a complete teaching and practice resource for adaptation. It is not evidence of CAA approval, an examiner certificate or authority to conduct licensing events. Delivery as an examiner standardisation course requires the applicable approval, qualified tutors and approved facilities. Completion and the subsequent examiner assessment of competence are separate stages.

What candidates should achieve

By the end, candidates should be able to establish their authority and an applicant's eligibility; build a compliant test/check profile; operate the examiner station without compromising observation; collect objective evidence; apply the correct outcome rules; debrief fairly; and complete accurate, secure records. Candidates must recognise when to stop and obtain an authoritative answer.

How to use the two books

Part 1 contains lessons, source-reading tasks, case discussions and two alternative open-book papers with tutor guides. Part 2 contains simulator exercise cards, tutor role-play scripts and reusable records. Tutors should separate answer guides from candidate papers when administering them. Practice records must remain clearly marked as training records.

Release controls

Control	Provider action before operational delivery
Accountable owner	Name the approved provider, chief tutor and document controller.
Scope	Record aircraft type, TRE or SFE route, intended privileges and restrictions.
Approval	Confirm the approved syllabus, facilities and tutor authorisations cover this delivery.
References	Recheck live CAA sources, amendments, forms and application procedures.
Local content	Insert type-specific standards, device details, profiles and emergency procedures.
Sign-off	Record reviewer, approval reference, effective date and next review date.

Review after a regulatory amendment, material device/type change, relevant standardisation finding or adverse training feedback. Keep superseded editions out of operational use.

02 | Source register and interpretation

Reference check: 13 September 2026. Section references are more durable than PDF page numbers. Open the live publication before relying on a rule.

Ref	Source and edition used	Course use
R1	UK Aircrew Regulation, Annex I Part-FCL and associated AMC/GM, July 2026 PDF consolidation	Legal requirements, acceptable means of compliance and guidance; Subpart K and Appendix 9.
R2	CAA Standards Document 24(A), version 6, 28 November 2024	MPA examiner policy, conduct, test/check outcomes and standards.
R3	CAA Standards Document 41(A), landing page version 4, 4 July 2019	Standardisation course provider arrangements and practical course guidance.
R4	CAA Standards Document 28, version 1, 5 July 2019	Senior examiner observation and assessment context.
R5	CAA TRE guidance and CAA SFE guidance	Current application route and assessment arrangements.
R6	SRG2125 course approval	Provider approval process; current form must be checked.

Three kinds of statement

Requirement: a provision in UK Part-FCL. **AMC/GM or CAA guidance:** the published means, policy or explanation supporting compliance. **MaxFli design:** the proposed teaching structure, timings, scenarios and internal readiness rubric in these books. A proposed timetable does not amend the approved syllabus or convert guidance into law.

Source discrepancy requiring attention

The current SD41(A) landing page and cover identify version 4, but the downloaded document contains version 3/March 2019 internal headings and historical wording, including EASA-era references. Preserve this discrepancy in the provider review record. Use current UK requirements and obtain clarification for unresolved conflicts; do not silently adopt old contact details or processes. SD41(A)'s reference to an ability check in Appendix B must be read with section 7.2, which does not require an independent end check. The final MaxFli practice is a tutor readiness review, not an additional statutory assessment.

SD28 is a senior examiner document. It helps candidates understand observation by an assessor; this course does not train or qualify senior examiners. The material paraphrases source requirements and supplies original learning activities rather than reproducing the source manuals.

03 | Programme and training credit

Design assumption: two experienced instructor candidates, one aircraft type, FFS examining scope including instrument-rating proficiency checks. This eight-day programme is a MaxFli proposal, subject to the approved provider's training needs assessment. Breaks, briefings, debriefings and paperwork are additional to the stated simulator operating time.

Day	Directed activity	Planned FFS booking
1	Lessons 05-10: role, eligibility, planning, briefing, observation and assessment; 6.5 hours excluding breaks.	None
2	Lessons 11-16: decisions, debrief, records, human factors, assessment preparation; paper and feedback; 6.5 hours excluding breaks.	None
3	Device familiarisation, then P1 test management and P2 preparation.	2 hours familiarisation + 3 hours P1
4	P2 abnormal operations and evidence calibration.	3 hours
5	P3 instrument check profile A; complete brief-to-record cycle.	3 hours, extend if needed
6	P4 instrument check profile B; complete brief-to-record cycle.	3 hours, extend if needed
7	P5 complete test/check profile including instrument profile C.	6 hours, extend if needed
8	P6 complete test/check profile including instrument profile D; readiness review.	6 hours, extend if needed

Total proposed booking: 26 hours. Each candidate has 1 hour familiarisation + four 1.5-hour exercises + two 3-hour exercises = 13 hours in the examiner position. Observation and crew role-play time are recorded separately and do not count as examiner-position practice. Each day must fit the provider's duty and rest arrangements and SD41(A)'s 0700-1900 training window. Add days where needed; do not compress the assessment cycle to fit a booking.

Minimums are checked separately from attendance

R1, FCL.1015 and AMC1 FCL.1015 distinguish course duration from demonstrated practice. The AMC for this examiner category provides at least three days, including one theoretical and at least two practical days. Initial practical training includes at least two complete test/check profiles in the examiner role. Where IR checking privileges are intended, at least four instrument check profiles are also needed, including the complete briefing, conduct, assessment, debrief and recording cycle under appropriate supervision.

R3, section 9 and Appendix B, provides course guidance on paired trainees, familiarisation and at least six simulator exercises. P3-P6 are designated instrument-profile opportunities and P5-P6 complete test/check opportunities. **Credit follows completed scope and tutor evidence, not the exercise title.** The provider must validate the profiles before delivery and extend sessions if the required scope cannot be completed. An isolated approach exercise is not a complete instrument check profile.

Aircraft checking privileges require the relevant aircraft training; this FFS package alone does not cover that route. Additional training is required whenever performance or the intended privileges demand it.

04 | Tutor delivery and learning contract

Entry conversation and preparation

Ask each candidate to bring their licence/certificates, relevant experience evidence, current manuals and a redacted example of a check profile. Before day 1, assign R1 Subpart K, the applicable MPA provisions of Appendix 9, R2 sections 7-9 and Appendix 1, and R3 sections 7-11. Ask candidates to identify three differences between instructing and examining. Do not equate reading completion with regulatory knowledge.

Tutors must be appropriately qualified, current and approved within the provider's system. Allocate continuity of supervision and a named chief tutor. Confirm that the device and instructor operating station are suitable, that observers can hear communications, and that fictional candidates are used for practice records.

Lesson method

Start each lesson with a decision problem. Ask candidates to locate the rule, explain its application, practise the action and identify the record that proves it was done. Alternate examiner and observer roles. The observer reports evidence before offering judgement. Conclude with a short teach-back: 'What would make you stop or change this plan?'

For simulator training, the tutor controls the role-play script and safety boundaries. Scripts may generate evidence of a candidate error, but must not create a real unsafe situation. Separate a simulation pause used for teaching from an examiner intervention being assessed. Record tutor prompts so apparent independence is not overstated.

Internal readiness standard

Band	Meaning	Tutor response
Independent	Correct action and rationale without prompting, supported by a usable record.	Seek consistency across a second context.
Prompted	Correct after a cue or source-location prompt.	Repeat the relevant task with a changed case.
Further training	Wrong rule, unsafe action, unsupported judgement or incomplete essential record.	Teach the gap, agree a targeted task and reassess.
Not observed	Evidence not available.	Schedule observation; never infer competence from attendance.

This is a **MaxFli formative rubric**, not the CAA examiner assessment scale. Recommend progression only when every essential competence has independent evidence, outstanding gaps are closed, and all required practice is logged. A strong average cannot compensate for an unresolved authority, safety, integrity or outcome-rule error.

05 | From instructor to examiner

Lesson: 60 minutes. Aim: conduct an impartial assessment while preserving a constructive learning environment. Reading: R1 FCL.1000, FCL.1005, FCL.1010 and AMC2 FCL.1015; R2 Appendix 1.

An instructor helps performance improve. An examiner first establishes whether the demonstrated performance meets the applicable standard. Both need empathy, technical knowledge and safety awareness, but an examiner who supplies the solution may remove the evidence needed to make a valid decision. A courteous briefing is compatible with a rigorous result.

Authority before activity

Use four gates: personal examiner authority; applicant eligibility; suitable approved aircraft/device and programme; absence of a disqualifying conflict. Check the actual certificate and restrictions, not a job title. An operator's need for a check does not expand licensing privileges. A licence proficiency check and an operator proficiency check may be combined only where both sets of requirements and approvals are satisfied.

FCL.1005 prohibits certain issue tests/AoCs where the examiner supplied more than 25% of the required flight instruction. The wider objectivity restriction applies whenever impartiality may be affected. Do not turn the numerical rule into a blanket permission to examine anyone below that percentage.

Worked case: pressure from a colleague

An examiner is scheduled to assess a close friend whose roster depends on passing. The examiner provided only 10% of the required instruction. The percentage does not resolve the conflict. The examiner should disclose the relationship through the provider's process and arrange an impartial alternative where objectivity is affected. The record should state the allocation issue without unnecessary personal detail.

Practice and discussion

In pairs, review three allocations: a former student, a direct business partner and a pilot unknown to the examiner. For each, identify facts still needed, the applicable restriction and who resolves allocation. Then respond to: 'We have always done it this way; just sign the form.' A useful response states the unresolved requirement, the safe next action and the person who can authorise that action.

Tutor check: the candidate can explain the difference between technical familiarity and authority, and can decline an invalid allocation without prejudging the applicant's ability.

06 | TRE and SFE entry routes

Lesson: 60 minutes. Aim: assess an entry file without mixing the two routes. Reading: R1 FCL.1010, FCL.1010.TRE, FCL.1010.SFE; R2 section 7; R5.

Evidence	MPA TRE(A) route	MPA SFE(A) route
Flight experience	At least 1,500 hours on MPA, including at least 500 hours as PIC.	At least 1,500 hours as pilot of MPA.
Licence/instructor basis	CPL or ATPL and TRI for the applicable type; verify all applicable validity and medical requirements.	Hold or have held ATPL(A) and applicable type rating; hold the applicable SFI(A).
Initial instruction	At least 50 hours as TRI, FI or SFI on the applicable type or representative FSTD as provided by the rule.	At least 50 hours synthetic instruction as TRI(A) or SFI(A) on the applicable type.
Other checks	General examiner prerequisites, restrictions and current CAA evidence requirements.	The same general examiner checks, with the SFE-specific route preserved.

R2 section 7 clarifies the TRE PIC evidence; PICUS must not simply be counted as the required PIC. Do not import the TRE 500-hour PIC threshold into the SFE rule. Equally, an SFE's historic licence qualification does not remove the need for a current applicable instructor certificate and other conditions.

File exercise

Candidate A has 1,800 MPA hours, 420 PIC and 150 PICUS, a TRI and 75 relevant instructional hours. They seek initial TRE approval. The PIC requirement is not met by adding PICUS. Record the shortfall and refer the application; do not issue a course acceptance statement implying eligibility.

Candidate B has held ATPL(A), has 2,000 MPA hours, holds the applicable SFI and has 60 hours relevant synthetic instruction. They seek SFE approval. The missing 500 PIC is not itself a reason to reject this route. Verify the underlying records and remaining conditions before accepting eligibility.

Privileges are not all automatic

Review FCL.1005.TRE and FCL.1005.SFE against the proposed scope. Instructor AoC privileges require additional conditions and training: initial TRE/SFE standardisation alone does not confer them. SFE provisions for combined type/IR checks include relevant recent checking conditions. MPL privileges have further conditions. Place anything outside the approved course scope on an explicit exclusion or additional-training list.

Tutor check: require a signed evidence checklist with references and unresolved items. Avoid an unsupported 'all qualifications checked' tick.

07 | Building the test/check profile

Lesson: 75 minutes. Aim: translate the correct test standard into a traceable, realistic profile. Reading: R1 Appendix 9; R2 section 16 and Appendix 1; current SRG1158.

Begin with the event: initial type skill test, revalidation check, renewal check or another specifically authorised event. Establish the applicant's role and intended privileges, including IR scope. Use the applicable MPA column and conditions in the current Appendix 9. Mandatory items and permitted selections differ; a familiar recurrent profile is not proof of compliance for an initial skill test.

Planning sequence

1. Identify the event and all applicable requirements, including training completion and any renewal prerequisites.
2. Build an item matrix: source item, applicable condition, scenario location, PF/PM allocation and evidence expected.
3. Select abnormal/emergency groups according to the current requirements. Check the R2 section 16 selection rules against the form rather than relying on memory.
4. Add operational realism: route, weather, fuel, terrain, ATC and workload appropriate to the type and objective.
5. Check device capabilities and restrictions. Arrange contingencies for failures or missing functionality.
6. Independently check coverage, sequence and realistic duration before release.

Worked planning problem

A familiar LPC profile has no traceable coverage of an item required for the proposed LST. Adding the words 'LST/LPC' to the title does not cure the omission. Rebuild the applicability matrix, add a suitable opportunity, and verify that the whole event fits the approved programme. If it cannot, book additional time.

Scenario quality

Combine tasks only where evidence remains interpretable. A cascade of unrelated faults may test surprise tolerance rather than the intended competence. Avoid using an examiner's preferred technique as an unpublished pass standard. Publish the reference set and brief any additional scope without revealing every failure trigger.

Activity: each candidate creates a profile for a selected event using Part 2's matrix. The partner audits it with the source document open and returns three findings: one coverage issue, one ambiguity and one practical delivery risk. Correct all three before simulator use.

Tutor check: every required item has an observable opportunity, and the candidate can explain why an apparently similar item does not necessarily satisfy it.

08 | Briefing and the assessment environment

Lesson: 60 minutes. Aim: deliver a concise briefing which makes the assessment fair and safe. Reading: R1 AMC1 FCL.1020 and FCL.1030; R2 Appendix 1.

A good briefing removes uncertainty about roles, procedures and standards without coaching the manoeuvres. Confirm identities, eligibility, the event, examiner authority and documents before beginning. Establish that language permits safe communication and valid assessment. Invite questions and check understanding, rather than ending with an automatic 'any questions?'

Suggested briefing order

State the purpose and scope; identify the crew roles and SOP reference; explain the broad sequence and any additional items; confirm weather, minima and operational assumptions; cover examiner/ATC communications and simulator conventions; explain intervention and real-emergency procedures; outline evidence, outcome and debrief arrangements. Confirm whether an observer is present and their role.

Explain that a repeat is a limited examiner discretion under the applicable rules, not a promised second attempt at every exercise. Do not pre-brief a personal tolerance or guarantee a result. If an assessor is observing the examiner, explain how they will observe without becoming the crew's examiner.

Real emergencies in a simulated flight

Device evacuation, motion sickness, loss of communications, injury or smoke are real matters. Use the facility procedure and identify stop controls and egress before operation. A fictional aircraft emergency never takes priority over the occupants' safety. The practical book requires a daily facility briefing record.

Practice

Prepare and deliver a ten-minute briefing. The partner plays an applicant who asks: 'Can I have another go if I make a mistake?' Give a clear, accurate answer without reciting a long rule. The tutor then introduces a mismatched SOP revision. The candidate should resolve the reference discrepancy before proceeding, with the agreed version recorded.

Tutor check: ask the role-play crew to explain the intervention signal, their roles and what happens after the check. If they cannot, the briefing has not achieved its purpose even if every heading was mentioned.

09 | Observation, evidence and IOS workload

Lesson: 75 minutes. Aim: collect enough accurate evidence while running a credible scenario. Reading: R1 AMC2 FCL.1015; R2 Appendix 1.

The examiner must notice, interpret and record performance while controlling the environment. A prepared trigger sheet reduces time spent looking away from the crew. Pre-load only verified states, confirm weather/runway configuration and know how to recover from an unintended selection. Keep repositioning and freezes transparent so the crew has a fair starting point.

The evidence sentence

Record the phase or time, the observable action or omission, its consequence, and the relevant item or competence. Separate observation from inference. 'Poor situational awareness' is a conclusion; 'after the clearance amendment, the crew continued to brief the previous altitude until PM queried it' is usable evidence. Add what the crew did to recover and the operational effect.

Weak note	More useful training example
Bad CRM	PF changed the plan without stating the new task split; both pilots then attempted the same checklist action and monitoring paused.
Excellent pilot	On identifying an inconsistent mode, PF announced it, selected the appropriate alternative and confirmed the resulting flight path with PM.
Failed approach	Identify the exact item, measured deviation or omitted action, applicable reference, conditions and any intervention.

Context matters

Capture external influences, including ATC constraints and device anomalies. Do not attribute an examiner's incorrect setup to the applicant. Equally, do not use a device fault to erase a separate, already demonstrated failure. If the evidence is uncertain, resolve the uncertainty through the permitted process rather than inventing a precise narrative afterwards.

Practice

Tutor describes a short event twice. On the first pass, candidates take free notes. On the second, use the evidence sentence. Compare what each record supports. Identify any inferred motive, personality label or outcome selected before the facts were assembled.

Tutor check: the candidate can operate the IOS, hear both pilots and maintain a contemporaneous record without excessive interruption. An examiner who misses a critical event while setting up the next one needs a revised workload plan.

10 | Applying the standard fairly

Lesson: 60 minutes. Aim: connect evidence to the published standard and make a defensible judgement. Reading: R1 Appendix 9 and AMC2 FCL.1015; R2 test standards and competence guidance.

Use the current applicable tolerances, procedure requirements and competence framework. This generic course deliberately does not publish a universal numerical tolerance table: the provider must insert and verify the relevant table and conditions for the exact event. Type limitations and procedures must come from the approved reference set.

Assess the whole performance. A parameter excursion needs its magnitude, duration, context and recovery considered under the standard; an unsafe act is not excused because a numerical parameter happened to remain within bounds. Equally, avoid demanding textbook smoothness where unavoidable turbulence or ATC constraints explain variation allowed by the assessment guidance.

Three-step decision

Evidence: what actually happened, including recovery and consequences? **Standard:** what rule, item, procedure or competency applies? **Conclusion:** does the evidence show the required standard, and what outcome follows? If one step is missing, the conclusion is not ready for the debrief.

Calibration case

During a role-play approach, a crew identifies a flight-path trend, communicates the problem and corrects it. Tutor supplies the applicable measured data and published standard. Candidate 1 initially calls it a fail because 'I would have corrected sooner'; candidate 2 calls it a pass because the crew is experienced. Both rationales are inadequate. Require an assessment from the supplied evidence and standard, including whether the recovery met the required competence.

Next, change the case: the trend continues and examiner intervention is needed for safety. Ask what evidence changes, what standard applies and why the decision differs. Never rehearse this by creating real danger; use controlled role-play and the facility's safety limits.

Bias check

Before finalising, ask whether rank, reputation, nationality, confidence, similarity to the examiner or an early impressive performance influenced the decision. Apply the same published standard to a familiar and unfamiliar applicant. A second reviewer can challenge reasoning, but cannot replace missing observations with speculation.

Tutor check: candidates reach consistent conclusions when given the same facts, and can explain remaining uncertainty without hiding behind a score.

11 | Repeats, retests and interruptions

Lesson: 75 minutes. Aim: distinguish attempt-one discretion from a formal retest. Reading: R1 Appendix 9; R2 Appendix 1, A1.10 and section 16. Use the live text for an actual event.

Situation	Decision framework
Minor error in attempt one	A once-per-item repeat may be considered within examiner discretion and guidance; it is not an entitlement and must not substitute for needed training.
Formal retest	Complete attempt one and communicate the result before attempt two; respect the applicable scope and record it correctly.
More than five failed items at first attempt	Whole test/check again.
Not more than five failed items	Retest the failed items under the applicable process.
Any failed item during attempt two	Whole test/check again, including where that item had previously passed. No repeat during attempt two.
Adequate reason to interrupt	Preserve results and identify outstanding scope. An incomplete event is not automatically a pass or a failure.

Worked cases

Case A: at attempt one, a minor error occurs; the applicant understands the issue and its correction without further training. The examiner may consider a repeat, documenting it in the appropriate record. If the event shows a training need or wider deficient competence, using repeated attempts to manufacture a pass is inappropriate.

Case B: a simulator technical failure interrupts the event after an item has failed. Record the failure and outstanding items separately. Resolve the incomplete first attempt before treating later flying as attempt two. Do not relabel the failed item as 'not observed'.

Case C: a failed item is retested at attempt two, but a previously passed item also fails during the retest. Apply the whole-retest rule. The earlier pass does not protect that item from a new failure in attempt two.

Training after an adverse result

Distinguish recommended additional training after a partial pass from required retraining following a failed test/check under R2 section 16.3. Record the required action, its basis and the person responsible. Do not assume the examiner can release the applicant to exercise privileges following a partial pass or fail; apply FCL.1030 and the exact licensing circumstances.

Practice: explain each case to a disappointed role-play applicant in two minutes, then complete a practice outcome record. Tutor checks both the decision and its documentation.

12 | Debriefing and difficult conversations

Lesson: 60 minutes. Aim: communicate a clear result and useful evidence without humiliation or ambiguity. Reading: R1 FCL.1030 and AMC1 FCL.1020; R2 Appendix 1; R4 section 5.

Prepare the decision before the conversation. If an examiner assessor is observing, follow the assessment arrangement for discussion with that assessor before informing and debriefing the crew. Do not debate an unsettled result in front of the applicants.

A practical sequence

State the result plainly. Explain the decisive evidence and the applicable standard. Invite the applicant's account and check any factual disagreement. Discuss strengths and improvement priorities, distinguishing the assessed result from developmental advice. Explain the next steps, any required training, documentation, privilege implications and review/appeal route. Confirm the applicant understands what happens next.

Facilitation works best when the outcome is already clear. 'How did that compare with your plan?' may develop insight; it must not make an applicant guess whether they passed. Keep advice within your competence and the approved procedures. Avoid personality labels, sarcasm and a long catalogue of minor points that hides the decisive issue.

Worked wording

'The result is a partial pass. The recorded item did not meet the required standard for the reasons we will review now. I will explain the retest and documentation process, and the implications for exercising the rating. First, here is the event as I recorded it; please tell me if a factual detail is wrong.'

The wording is a communication example, not a substitute for selecting the correct result. A candidate's disagreement should be recorded professionally and handled through the current CAA review process. Do not bargain over a result to avoid a complaint.

Role-play

Applicant says: 'My previous examiner accepted that technique.' Respond by establishing which procedure and evidence apply today. The tutor then introduces a factual correction supported by the notes. Reconsider the fact fairly; distinguish correction of an error from pressure to lower the standard.

Tutor check: the applicant can repeat the result, the decisive reason and next action. The examiner remains calm, listens and preserves a clear record.

13 | Reports, records and privacy

Lesson: 60 minutes. Aim: leave a complete, defensible and secure record. Reading: R1 FCL.1030; R2 A1.9 and administrative guidance; R4 privacy guidance; R5 current processes.

FCL.1030 requires reporting and record retention. Maintain the required examiner records for five years and make them available for oversight. R2 explains that relying solely on an employer's system is not sufficient to discharge the examiner's responsibility. Agree a lawful, secure retention arrangement with the provider; keep only the personal data necessary for the purpose and restrict access.

Current process check

Use the live CAA form and instructions for the event. The familiar MPA test/check form is SRG1158; examiner application and assessment processes use other forms or online services. R5 links the current routes, including initial application, revalidation/renewal and examiner AoC reporting. An old form number in a training pack does not establish that a saved copy remains current.

Before signature, reconcile applicant identity, licence details, event date, type/device, required items, attempt and result, failures, training action and examiner details. Endorse a licence only when specifically authorised. A simulated course completion note must never resemble an issued CAA authorisation.

Record-quality exercise

Tutor supplies a mock record with five discrepancies: wrong device identifier, missing attempt number, a passed item in the narrative marked failed on the form, an unsigned result and an unsupported licence endorsement. Candidate reconciles the evidence and corrects the practice record with an audit trail. Do not delete the original error without preserving the correction process.

Confidentiality in teaching

Use invented names in exercises. Redact real records before group discussion and obtain the appropriate permission for any recording. Do not place licences, assessment notes or medical information into public folders or open messaging channels. Define access, backup, transfer and destruction arrangements before collecting data.

Liability and administrative arrangements

As part of the FCL.1015 standardisation briefing, establish the applicable liability and accident-insurance arrangements, fees and national administrative procedures. Confirm who provides cover, its scope and any exclusions before accepting the event. Agree fees transparently without allowing payment or commercial interests to influence the result. Refer unresolved contractual or insurance questions to the provider's responsible specialist and record the resolution.

Tutor check: another qualified person can understand what was assessed, why the result was reached and what remains to be done, without needing the examiner's memory.

14 | Human factors and examiner resilience

Lesson: 45 minutes. Aim: recognise examiner limitations and protect assessment quality. Reading: R1 AMC1 FCL.1015; R2 competence guidance; R3 course conduct.

An examiner's workload includes observation, communications, scenario control, standards recall and interpersonal judgement. Fatigue and commercial pressure can narrow attention. A calm exterior does not prove spare capacity. Prepare the IOS sequence, make time for notes and avoid scheduling a debrief when everyone is too fatigued to engage.

Threats to a valid assessment

Threat	Practical control
Confirmation bias	Record disconfirming evidence and revisit the standard before deciding.
Authority gradient	Invite factual corrections and ensure both PF and PM can be heard.
Task saturation	Simplify scenario administration; pause safely when essential evidence is being lost.
Commercial urgency	Protect the full assessment cycle and escalate insufficient booking time.
Familiarity with a crew	Apply the same documented evidence process; review conflicts before allocation.
Fatigue or illness	Reassess fitness and schedule; record a justified interruption where needed.

Group case

The simulator is running late. An applicant is anxious about the last train and the next crew is waiting. The examiner proposes omitting paperwork discussion and completing the record from memory tomorrow. Identify the risks and redesign the end of the event: protect accurate contemporaneous recording, deliver the result and next steps, and resolve scheduling through the provider. Do not shorten required test coverage to solve an administrative problem.

CRM/TEM assessment

Observe how the crew identifies threats, shares the plan, monitors, intervenes and manages errors. Connect behaviour to its operational effect. Avoid treating fluency, confidence or social style as a competency score. A quiet but timely challenge can be highly effective; a polished briefing with no follow-through may not be.

Tutor check: each candidate identifies their own likely workload trap and tests a practical countermeasure in P3 or P4.

15 | Preparing for the examiner AoC

Lesson: 45 minutes. Aim: understand the transition from training to formal assessment. Reading: R1 FCL.1020 and AMC1; R2 examiner AoC guidance; R4 section 5; R5.

The examiner assessment of competence observes the candidate carrying out the examiner role through the full cycle. It is conducted by the CAA or a specifically authorised senior examiner under the applicable arrangements. Current CAA TRE/SFE guidance requires CAA approval of a senior-examiner EAoC before it takes place. Course tutors must not imply that an internal readiness review fulfils that requirement.

What the candidate should bring

An evidence-based eligibility file; course completion evidence from the approved provider; current references; a compliant planned profile; confirmed device and crew arrangements; the required application/assessment documentation; and a clear account of the privileges sought. Confirm the assessor's authority and administrative arrangements through the approved process.

The assessor observes the examiner's briefing, conduct, judgement, debrief and records. Direct the crew briefing to the crew, not to the assessor. Be prepared to explain why a selected item satisfies the requirement and how the evidence supports the result. If a real safety or eligibility issue arises, handle it properly rather than continuing to make the assessment look smooth.

Mock oral prompts

Why is this applicant eligible today? What restriction applies to your examiner privileges? How will you know this profile covers the required IR scope? What evidence would make this item unsuccessful? How will you handle an interrupted first attempt? What can you endorse, and on what authority?

Limits of this course

Passing the knowledge paper, completing six exercises or receiving a tutor recommendation does not issue a certificate. Further training may be needed. Senior examiner appointment, aircraft checking privileges, instructor AoCs, MPL-specific privileges and EBT-specific qualification are not conferred by this generic package.

Tutor check: candidate gives an accurate two-minute account of the next administrative and assessment steps, with no suggestion that a MaxFli practice record is a CAA approval.

16 | Maintaining the examiner certificate

Lesson: 30 minutes. Aim: plan continuing competence and certificate maintenance. Reading: R1 FCL.1025; R2 section 9; R5.

The examiner certificate normally has a three-year validity period. Revalidation includes the required activity, refresher training and assessed event within the specified windows. The present FCL.1025 framework includes at least six eligible events during validity and the required refresher and assessment arrangements in the final twelve months. Verify the exact provisions, certificate scope and CAA process when planning an application.

Do not confuse a refresher with an assessment, or renewal after expiry with revalidation before expiry. After expiry, stop exercising the expired privileges and follow the renewal route. Multi-category arrangements require the applicable CAA agreement; one observed event should not be assumed to renew every authorisation.

Personal control sheet

Record certificate expiry, type and restrictions; qualifying events with dates; refresher due window; planned assessed event and authorisation; instructor/type-rating/medical or other continuing conditions; and application lead time. Review it monthly and after any change of role. Maintain evidence, not just a calendar reminder.

Continuous improvement

After a check, ask whether the profile produced interpretable evidence, whether any standards were ambiguous and whether the debrief achieved understanding. Send recurring issues through the provider's standardisation process using anonymised facts. A pattern of failed items may indicate a training-system problem as well as individual performance.

Activity: given an invented expiry date, build a compliant maintenance plan using the current FCL.1025 text. Identify which evidence must be retained and what action is needed if the certificate expires before the planned assessment.

Tutor check: candidate distinguishes the validity period, activity total, final-year requirements and expiry consequences without relying on an old company habit.

17 | Open-book paper A

Candidate paper | 60 minutes | 40 marks. Use current references. Give the source clause and a practical action. Each question is worth four marks: relevant rule/source (1), correct interpretation (1), appropriate action (1), evidence or record (1). This marking system is MaxFli's proposed internal standard.

1. A TRE applicant has 1,700 MPA hours, 430 PIC and 100 PICUS. Explain the entry decision and evidence required.
2. You supplied 30% of required flight instruction for an issue skill test and are asked to examine it. What applies? How would a friendship change your analysis in a different case below 25%?
3. A standard LPC profile is offered for an initial type skill test. Explain how you would validate it before use.
4. An applicant requests a guaranteed repeat of every unsuccessful exercise. Explain the distinction between a repeat and a retest.
5. During attempt two, an item which passed at attempt one fails. What follows, and how is it recorded?
6. A simulator fault interrupts attempt one after an item has failed. How do you preserve the outcome and plan continuation?
7. Write a factual evidence note for a crew who continued with an outdated plan after an ATC amendment, then corrected it following PM's challenge. Explain what additional data are needed before grading.
8. Your course log shows two complete test profiles and two isolated approach drills. Does that establish the intended IR examiner training credit? Explain.
9. The employer says its electronic training file is the only record you need. Explain the examiner's record responsibility and a secure solution.
10. The tutor has recommended you after P6. Can you now conduct a licensing check? Explain the remaining process.

Administration

Candidate: ____ **Date:** _____

Reference editions used: _____

Score: __ **/ 40 Tutor:** _____

Proposed knowledge threshold: 32/40, with every material authority, safety, integrity and outcome-rule error corrected and reassessed. This is not a CAA pass mark. A score alone does not establish practical competence. Use separate answer sheets and record remediation in Part 2.

18 | Open-book paper B

Alternative candidate paper | 60 minutes | 40 marks. Apply the same four-part marking approach as paper A. Use a separate answer sheet. This paper may be used for an alternative sitting or a reassessment after targeted training; do not simply repeat a memorised paper.

1. An SFE applicant has held ATPL(A), has 1,900 MPA hours, holds the applicable SFI and has 55 hours of relevant synthetic instruction. They have 200 PIC hours. What must you check, and is the TRE PIC threshold applicable?
2. A senior pilot asks you to overlook a certificate restriction because the simulator booking cannot be changed. Explain your response.
3. The device has a qualification certificate but a relevant system is unserviceable. What else must be established before using it for the planned check?
4. An applicant exceeds a parameter during turbulence. Explain why neither an automatic fail nor an automatic excuse is defensible without further analysis.
5. Six items fail at attempt one. Contrast the retest scope with a case in which two items fail.
6. A candidate disputes the evidence in your debrief and identifies a possible factual error. Explain how to handle it and the review process.
7. A proposed SFE standardisation course offers four approach exercises with no briefings, debriefs or records. What is missing for IR profile credit?
8. An examiner certificate expires before the planned maintenance event. Explain the immediate restriction and the route to restoring privileges.
9. An examiner assessor is present. Explain who conducts the crew briefing and how the result is handled before the crew debrief.
10. The current SD41(A) download contains historical headings and procedures. How should the provider manage this, and what remains MaxFli design rather than a legal requirement?

Administration

Candidate: ____ **Date:** _____

Reference editions used: _____

Score: __ **/ 40 Tutor:** _____

Proposed threshold: 32/40 plus correction and reassessment of every material critical error. Record unanswered questions as evidence gaps, not assumed knowledge. Where a source ambiguity remains unresolved, require a defensible escalation route rather than an invented answer.

19 | Tutor guide - paper A

Tutor material: separate from administered candidate copies. Award credit for an accurate alternative expression and current authoritative references. Do not award a source mark for a citation that does not support the answer.

1. **Entry:** R1 FCL.1010.TRE and R2 section 7. The 500 PIC threshold is not met; do not add PICUS. Verify logs and the remaining qualifications, identify the gap and record the eligibility decision.
2. **Conflict:** R1 FCL.1005. More than 25% required instruction disqualifies the specified issue event. Below the threshold, the separate objectivity rule still applies. Reallocate where required and document the allocation decision.
3. **Profile:** R1 Appendix 9 and R2 section 16. Check LST-specific applicability, mandatory/selected items, IR and crew roles, training completion, device suitability and duration. Produce a source-linked matrix and correct omissions before release.
4. **Repeat:** R2 A1.10. A limited discretionary attempt-one repeat is not an entitlement or substitute for training. Formal retest follows the completed first attempt/result and uses the applicable scope. Record each through the appropriate process; no attempt-two repeat.
5. **Attempt two:** R2 A1.10.4-.5 and Appendix 9. Failure in any retest item, including an earlier pass, requires the whole test/check again. Preserve both attempts and explain next steps and training as applicable.
6. **Interruption:** R2 A1.10.6. Preserve the failure and outstanding first-attempt items. Resolve the incomplete first attempt separately before retesting. Record the device cause and do not treat the interruption as a pass or erase evidence.
7. **Evidence:** R1 AMC2 FCL.1015. Record the clearance change, continued old plan, PM challenge, correction and effect without a personality label. Need timing, actual clearance/flight path, SOP, applicable item and standard before judging. Accept another precise factual formulation.
8. **IR credit:** R1 AMC1 FCL.1015 practical training. Four complete instrument check profiles in examiner role are needed for the intended IR scope; isolated drills do not count. Validate the two existing profiles and schedule missing full cycles with supervision and records.
9. **Records:** R1 FCL.1030; R2 A1.9. Examiner retains responsibility for required five-year records. Establish lawful secure access/retention independent of continued employment, with access controls and oversight availability.
10. **Authority:** R1 FCL.1020 and R5. Internal completion is not certification. Follow approved completion/application arrangements, obtain the authorised EAoC and certificate/privilege issue before exercising examiner authority. Record unresolved conditions.

For every wrong outcome or authority answer, conduct a new oral case after teaching, then verify practical application where relevant. Keep the original score and reassessment evidence; do not retrospectively replace the first result.

20 | Tutor guide - paper B

1. **SFE route:** R1 FCL.1010.SFE. Check the historic licence/type basis, current applicable SFI, MPA time, relevant instruction evidence and general prerequisites. Do not impose TRE's 500 PIC threshold. A file may still fail another condition; avoid blanket acceptance from the supplied facts.
2. **Restriction:** R1 FCL.1000 and applicable examiner privileges. A roster or booking does not expand authority. Stop the invalid allocation, obtain an appropriately authorised examiner or revised arrangement and record the reason.
3. **Device:** R1 Appendix 9/AMC and R2 A1.7. Qualification alone is insufficient: check approved use, applicable type/configuration, technical status and required functionality. Repair, adapt only within approved scope, or reschedule; record the defect and decision.
4. **Standard:** R1 AMC2 FCL.1015 and Appendix 9. Establish the applicable tolerance, conditions, extent/duration, control, recovery and safety implications. Account for legitimate external influences without waiving the required competence. Preserve the evidence and rationale.
5. **Scope:** Appendix 9 and R2 A1.10. More than five failed items requires the whole test/check again; not more than five requires the failed items again under the applicable process. State training and privilege consequences and record attempts correctly.
6. **Dispute:** R1 FCL.1030 and R2 review guidance. Hear and verify the factual point, correct a substantiated error transparently, explain the reasoned result and current CAA review/appeal route. Retain evidence; do not negotiate an unsupported pass.
7. **IR profiles:** R1 AMC1 FCL.1015. Need the intended complete instrument profile scope and full briefing, conduct, assessment, debrief and documentation cycle in the examiner role under suitable supervision. Record genuine completion; add training time.
8. **Expiry:** R1 FCL.1025 and R5. Stop exercising expired privileges. Follow renewal requirements, including the applicable refresher and AoC timing and current application process. Verify other continuing conditions before resuming.
9. **Assessor:** R1 AMC1 FCL.1020, R2 and R4. The candidate examiner directs the crew event. The assessor observes and the result is discussed under the assessment arrangements before the crew is informed/debriefed. Record the examiner's reasoning and the assessment process.
10. **Sources:** retain the discrepancy, check current UK law and CAA policy, and seek clarification where needed. The eight-day timetable, formative rubric and local knowledge threshold are MaxFli proposals requiring provider acceptance; they are not statutory prescriptions.

End-of-ground-school review

Confirm both source-navigation and application skills. Transfer remaining learning needs to the practical tutor with consent and appropriate privacy controls. The handover should state the observable gap and next exercise, not a character judgement. Use Part 2's remediation form to close the loop.

21 | Syllabus crosswalk and release checklist

Course area	Primary references	Evidence of learning
Role, authority, impartiality	R1 FCL.1000/.1005/.1010; R2	Allocation cases; entry checklist; P5-P6.
TRE/SFE prerequisites and scope	R1 FCL.1005/.1010.TRE and .SFE; R5	Separate route review; scope record.
Course and practical training	R1 FCL.1015/AMC1; R3 sections 7-11 and Appendix B	Attendance, six exercises, full-profile and IR ledgers.
Profile and standards	R1 Appendix 9/AMC2 FCL.1015; R2 section 16 and Appendix 1	Approved item matrix; P1-P6 evidence.
Decision, repeat, retest	R1 Appendix 9; R2 A1.10	Papers; P2/P4 cases; outcome worksheet.
Debrief and reporting	R1 FCL.1030/AMC1 FCL.1020; R2	Observed debrief; reconciled practice report.
Examiner AoC preparation	R1 FCL.1020; R2; R4 section 5; R5	P6 readiness review and application plan.
Continuing competence	R1 FCL.1025; R2 section 9; R5	Personal maintenance plan.

Provider acceptance checklist

- Named approved provider and chief tutor; tutor qualifications and recency checked.
- Aircraft type and exact examiner scope recorded, including exclusions.
- Live source check completed; SD41(A) discrepancy addressed in the review record.
- Type procedures, tolerances, current form and device/emergency information inserted.
- P3-P6 validated for complete IR profile scope; P5-P6 for complete test/check scope.
- Time, facilities, crew roles and contingencies sufficient for each trainee's practice.
- Knowledge papers, answer security, formative rubric and remedial process accepted.
- Privacy, retention, quality feedback and version-control arrangements established.
- Course completion wording and separate CAA EAoC/application route confirmed.

Reviewer: ____ **Position:** _____

Approval/reference: ____ **Date:** _____

Unresolved items and delivery restrictions: _____

End of Part 1. Continue with Part 2 FFS for practical delivery, evidence collection and readiness review.