MAXFLI AVIATION

MPA TRE/SFE Examiner Course

Part 2 FFS

Practical examiner training and workbook

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 | Practical course guide

MPA TRE/SFE Examiner Course - Part 2 FFS
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This workbook supports supervised examiner practice for UK multi-pilot aeroplanes. It accompanies Part 1 Ground School and uses the same reference labels R1-R6. It contains a familiarisation session, six simulator exercises, tutor-only role-play prompts and reusable training records. It is type-neutral; the provider must complete the type and device details before use.

Status: provider review draft. This workbook is not a CAA-approved syllabus, examiner certificate or authority to conduct licensing checks. Training exercises use fictional applicants. A course completion recommendation and the formal CAA examiner assessment of competence are separate. The course does not confer senior examiner, aircraft checking, instructor AoC, MPL-specific or EBT-specific privileges.

Outcomes

Candidates should independently prepare a compliant event, brief the crew, manage the FFS and communications, observe and record performance, apply the appropriate standard, reach a reasoned result, debrief and complete documentation. Tutors assess the complete cycle, not only IOS handling.

Delivery model

Two trainees alternate examiner and observer/crew roles. The tutor directs role-play and supervises safety. Allocate suitable crew-role support so one trainee's learning is not compromised by an unrealistic crew arrangement. A sole trainee still needs the full individual practice allocation and suitable stand-in crew; observation time is not examiner-position credit.

The proposed eight-day programme appears in Part 1. It provides 26 booked FFS hours for two trainees, including 13 examiner-position hours each. P3-P6 are designated complete instrument-profile opportunities and P5-P6 complete test/check opportunities. The approved provider must verify scope and add time where needed. Do not mark a profile complete because its nominal booking ended.

Essential use rule

Every exercise ends with evidence, feedback and a recorded next step. Where the tutor prompts, intervenes or supplies the decision, record that support. A well-completed form cannot replace a missing practical demonstration.

02 | Sources and boundaries

Ref	Source	Practical application
R1	UK Part-FCL and AMC/GM, July 2026 consolidation checked 13 September 2026	FCL.1015, .1020, .1025, .1030; TRE/SFE provisions; applicable Appendix 9.
R2	Standards Document 24(A), version 6, November 2024	MPA test/check conduct, outcomes and evidence.
R3	Standards Document 41(A), listed version 4, July 2019	Provider course guidance, familiarisation and six exercises.
R4	Standards Document 28, version 1, July 2019	Context for senior examiner observation; not SE training.
R5	CAA TRE guidance and CAA SFE guidance	Current application and EAoC arrangements.
R6	SRG2125	Examiner standardisation course approval.

The current linked SD41(A) contains historical internal version labels and EASA-era wording despite the landing page and cover identifying version 4. The provider must retain this discrepancy and resolve any conflict using current UK requirements and CAA clarification. Do not copy historical application addresses or assume an older process remains valid.

Local reference set - complete before practical delivery

Aircraft type/variant: ____ **TRE / SFE route:** __

Intended privileges and restrictions: _____

ATO/provider and approval reference: _____

FFS identifier, qualification and approved use: _____

AFM / FCOM / QRH / SOP revisions: _____

Applicable Appendix 9 table and tolerance reference: _____

Current test/check form and revision: _____

Facility safety procedure and local contact: ____

Chief tutor approval/date: _____

Do not begin a credit-bearing profile with these essential details unresolved. The generic scenario cards do not define aircraft operating procedures or numerical flight tolerances.

03 | Practical session method

Before each session

Tutor checks the approved exercise profile, crew-role scripts, device status and trainee learning needs. Trainee examiner verifies eligibility and authority using fictional practice documents, checks the technical log and approved device use, then prepares the briefing and item matrix. Conduct the facility safety briefing each day, including evacuation, motion stop, communications and real-emergency actions.

During the exercise

The trainee manages the event. The tutor observes and controls scripted crew behaviour within safe limits. Keep role-play cues out of the trainee examiner's sight. Use agreed communications to distinguish a real safety stop from a teaching pause. Do not create a dangerous condition merely to test whether the trainee intervenes; use a controlled simulation or verbalised event within facility rules.

After the exercise

The trainee writes a provisional decision from evidence and the applicable standard, discusses it with the tutor, then debriefs the role-play crew and completes practice records. The tutor gives feedback against the formative rubric and agrees a measurable next action. For P5/P6, preserve assessment continuity: avoid coaching unless safety or training need requires it, and record any support.

Time planning per trainee

Stage	P1-P4 planning guide	P5-P6 planning guide
Preparation and crew briefing	30-45 minutes	45 minutes or as needed
Examiner position in FFS	At least 90 minutes	Planned 180 minutes; extend for required scope
Decision and tutor discussion	15-20 minutes	20-30 minutes
Crew debrief and documents	30-45 minutes	45-60 minutes
Tutor feedback	15-20 minutes	20-30 minutes

These are MaxFli planning allowances, not regulatory durations. Run paired preparation/feedback efficiently but preserve each trainee's observed cycle. Keep within the provider's duty limits and the SD41(A) 0700-1900 window; split sessions across additional days if necessary.

04 | F0 - device familiarisation

Purpose: establish confident, safe use of the examiner station before assessed practice. **Allocation:** two hours for two trainees, one hour each at the IOS. This is separate from the six exercises.

Preparation

Obtain the facility briefing and device technical status. Review the operating station manual, available fault models, repositioning, weather, motion controls, communications and recording functions. Identify which features differ from the aircraft or from a previously used simulator.

Practice sequence

1. Set and cross-check a normal initial state, including aircraft configuration and environment.
2. Demonstrate communication with both pilots and any observer; practise the agreed stop phrase.
3. Select a benign planned fault, verify its effect, remove it and restore a known state.
4. Practise reposition/freeze and clearly brief the crew's re-entry point and assumptions.
5. Retrieve relevant evidence or parameters without losing observation of the crew.
6. Demonstrate the local real-emergency procedure through an approved walkthrough; do not operate emergency controls unnecessarily.

Tutor observations

Can the candidate find controls without prolonged head-down searching? Do they verify that the device accepted an input? Can they prevent an unintended compound failure? Do they distinguish simulation control from real safety controls? Can they explain the device's limitations for the intended check?

Completion record

Trainee: ____ **Device/date:** _____

IOS start/finish: ____ **Individual time:** __

Unfamiliar features or restrictions: _____

Further familiarisation required: _____

Tutor confirmation: ____ **Date:** _____

Exit condition: safe independent basic operation. If unresolved IOS workload would compromise observation, add familiarisation before P1. Attendance alone is insufficient.

05 | P1 - planning, briefing and event control

Objective: run a coherent assessment environment and collect usable evidence. **FFS practice:** at least 1.5 hours per trainee. P1 is an examiner-development exercise; no automatic full-profile credit.

Candidate preparation

Prepare a selected portion of a type-appropriate test/check, supported by the provider's item matrix. State the event, crew roles, reference set and planned evidence. Brief the crew and examiner conventions. Validate the initial state before starting.

Tutor script

Use a routine departure-to-arrival context. Introduce a manageable ATC plan amendment, a change of runway or a revised arrival that fits the local approved scenario. Have the crew seek clarification on one ambiguous instruction. Add a benign IOS setup discrepancy before the run so the trainee must identify it during checking; do not allow it to contaminate crew assessment.

Observe

Look for a clear scope, accurate eligibility check, realistic communications, verified inputs and factual notes. The trainee should notice whether the crew has understood the changed plan, while resisting unnecessary instructional commentary. Assess management of the event separately from the crew's scripted performance.

Debrief prompts

Which part of your plan reduced IOS workload? Which evidence would another examiner need to understand your conclusion? Did your ATC wording create avoidable ambiguity? What did you do when the crew asked a question that could become coaching?

Required outputs

Completed profile matrix for the exercised scope; briefing checklist; at least three factual evidence entries; provisional outcome rationale for the observed items; practice debrief and record. Mark unobserved items accurately.

Progression standard: trainee controls the exercise safely and can link observations to the intended standard. Tutor prompts are identified and carried into P2's objectives.

06 | P2 - abnormal operations and judgement

Objective: distinguish evidence, judgement and examiner intervention while managing an abnormal scenario.
FFS practice: at least 1.5 hours per trainee. P2 is not automatically a complete test/check or IR profile.

Candidate preparation

Select an approved abnormal/emergency exercise from the applicable type profile. Identify the standard, expected crew tasks and evidence opportunities without writing a model answer for the crew. Prepare a safe stop point and contingency if the device behaves incorrectly.

Tutor script

Use one primary event with realistic consequences. The role-play crew initially omits a non-critical coordination action, then recognises it. Later, supply a separate controlled case of a material procedural deficiency through role-play or a verbalised event. The trainee must explain what was observed and what decision follows; do not require actual unsafe manoeuvring.

Provide one minor-error case suitable for discussion of attempt-one repeat discretion and a contrasting case showing a genuine training need. Keep these as separate teaching cases so the trainee does not confuse a pause or reset with a formal attempt transition.

Observe

Does the trainee maintain the correct scenario and hear both pilots? Are interventions clear and proportionate? Does the record distinguish an applicant error from a tutor/device issue? Is repeat discretion used consistently with the rule rather than to obtain a favourable result?

Debrief prompts

What changed between the minor-error and training-need cases? What evidence would justify the selected result? How would you record a repeated item compared with a formal retest? Did your own action remove the opportunity to assess independent crew performance?

Required outputs

Evidence log; repeat/retest decision worksheet; one concise adverse-result debrief; corrected practice documentation. Tutor identifies any incorrect rule application for targeted reassessment.

Progression standard: accurate decision structure and proportionate intervention, with no unresolved confusion about attempt one and attempt two.

07 | P3 - instrument check profile A

Objective: conduct the first designated complete instrument check profile through the whole examiner cycle.
Planned FFS practice: 1.5 hours per trainee, extended if the validated scope requires it.

Profile validation

The tutor must insert a type-appropriate, complete instrument check profile satisfying the intended privilege and approved syllabus. Use the current Appendix 9 and R2 to map the instrument scope. Do not label a small selection of approaches as a complete profile. Briefing, assessment, debriefing and records are required in addition to the simulator time.

Scenario frame

Use a realistic route with instrument procedures, applicable approach requirements and an operational change appropriate to the selected profile. Tutor supplies all applicable navigation, weather, minima and aircraft data from the approved reference set. The exact exercises and pass standards come from the validated profile, not this generic frame.

Tutor evidence theme

Script a crew who performs most tasks satisfactorily but has a recoverable plan/monitoring discrepancy. The trainee must observe the event in context, identify the applicable standard and avoid a reputation-based judgement. Include enough satisfactory evidence to test whether the examiner records strengths as well as errors.

Observe

Coverage of every mapped instrument item; correct PF/PM allocation; realistic setup; appropriate instrument conditions; factual notes; defensible result; clear debrief and completed record. If any required part is omitted, identify the missing part and withhold complete-profile credit until legitimately completed.

Required outputs

Signed profile matrix; evidence log; practice report; debrief record; tutor feedback; IR ledger entry identifying this as profile A only after completion.

Reflection: identify one point at which attention moved to the IOS and explain how you protected observation. Test the improvement in P4.

08 | P4 - instrument check profile B

Objective: conduct a second complete instrument check profile and handle an interruption or adverse-result discussion correctly. **Planned FFS practice:** 1.5 hours per trainee, extended as needed.

Profile validation

Prepare a complete profile independently of P3, with a different operational setting. Retain all required instrument scope and the complete examiner cycle. Reuse of the same form is acceptable; copying the previous evidence or decision is not.

Tutor evidence theme

Use a scripted event requiring a careful assessment against the actual standard. After the valid profile is complete, run a separate tabletop continuation case: a device fault had interrupted attempt one after a failed item. Ask the trainee to plan outstanding scope, preserve the failure and explain when a formal retest begins. This discussion does not replace required simulator profile content.

For a second variation, describe an attempt-two failure of an earlier passed item. Require a clear outcome and record. The tutor should never imply that every reset in training represents an attempt-two check.

Observe

Does the trainee apply the standard without inventing a tolerance? Can they communicate an adverse decision clearly and listen to a factual challenge? Does the record keep failure, incompletion, repeat and retest separate? Is the full profile complete despite the additional discussion?

Required outputs

Complete profile matrix and practice report; interruption/retest worksheet; observed debrief; IR ledger entry B; remediation update from P3.

Progression standard: independent management of the full instrument profile and correct application of the taught outcome cases. Add practice if a material rule error remains before moving to P5.

09 | P5 - complete test/check profile 1

Objective: independently conduct a complete test/check appropriate to the intended examiner privileges, including designated instrument profile C. **Planned FFS practice:** three hours per trainee; extend rather than omit scope.

Preparation

Use a provider-validated complete profile and current practice documentation. Confirm eligibility, authority, training prerequisites where applicable, device suitability, all mandatory/selected items and crew roles. Trainee must explain the distinction between the selected event and another superficially similar event, such as an LST versus LPC.

Tutor conduct

Maintain a realistic crew script with a predetermined evidence plan, but do not tell the trainee the expected outcome. Include ordinary satisfactory performance and one assessable issue whose nature is clearly defined by the script and type standard. Avoid unexplained multiple faults that obscure the intended evidence. Intervene only as needed for safety or training and record any support.

Complete-cycle requirement

Observe the eligibility review and crew briefing; the entire validated test/check; the trainee's independent decision; the discussion with tutor acting as observer; the crew debrief; and the completed practice report. Allow sufficient time outside the FFS for the cycle. The trainee should address all required items, not just the scripted issue.

Debrief and feedback

Before giving tutor feedback, ask the trainee to identify the decisive evidence, source and result. Role-play crew then challenges one factual detail. Observe whether the trainee verifies it fairly. Conclude with one improvement priority and a plan for P6.

Credit record

Complete test/check profile 1: confirmed / incomplete.
Instrument profile C: confirmed / incomplete.
If incomplete, specify missing scope and further session: _____

Progression standard: full-cycle evidence with essential decisions made independently. P5 may reveal further training needs; a completed profile is not automatically a readiness recommendation.

10 | P6 - complete test/check profile 2

Objective: demonstrate consistent examiner practice in a second complete profile, including instrument profile D. **Planned FFS practice:** three hours per trainee, extended where necessary. This is a tutor-observed readiness review, not the formal CAA EAoC.

Preparation

Use a different validated profile or materially different conditions while preserving required scope. Resolve P5 learning actions before the assessed portion. Tell the trainee how the tutor will observe and how any intervention will be recorded. Do not promise a course recommendation in advance.

Tutor conduct

Run the complete event with realistic role-play. Include a well-defined evidence pattern requiring professional judgement rather than a hidden trick. Keep a separate tutor evidence log. If an essential gap appears, protect safety, complete appropriate training and document that independence was not yet demonstrated.

Readiness review

Review authority/eligibility, planning, briefing, safe device control, observation, standards application, outcome rules, debrief and records. Compare P5 and P6 for consistency. Confirm the four complete IR profiles and two complete test/check profiles in the ledgers; check the actual records rather than relying on the timetable.

The provider may recommend progression when the approved course requirements and competence standard are met. An internal sign-off does not authorise licensing checks. Arrange the formal assessment through the current CAA route; a senior-examiner EAoC requires the applicable prior CAA approval.

Required outputs

Complete profile matrix; practice report; tutor evidence and rubric; profile 2 and IR D ledger entries; closure of remedial actions; course completion/recommendation record; next-step plan.

Trainee reflection: identify one decision you can defend from evidence, one uncertainty you resolved through a source, and one habit you will continue after qualification.

11 | Tutor-only scenario bank

Use these original prompts within a validated type-specific profile. They are teaching variations, not substitute mandatory items or pre-set pass/fail verdicts. The tutor must supply exact aircraft data, procedures and standards before use.

Card	Scripted evidence	Tutor question
A: plan amendment	Crew initially retains an old plan after an ATC change; PM queries it and the crew updates the plan.	What was the operational effect, and which facts distinguish recovery from an unresolved deficiency?
B: ambiguous instruction	Crew asks for clarification of examiner-as-ATC wording.	Was this a crew issue or examiner-created ambiguity?
C: minor error	A small error is recognised and the crew can explain the correction without training.	Is repeat discretion appropriate in this attempt and context?
D: training need	Crew cannot explain a material procedure after a controlled role-play omission.	Why would a repeat not be a substitute for training?
E: device anomaly	A planned system response does not occur because of a verified device defect.	What remains valid evidence, what is unobserved and what must be rescheduled?
F: disputed fact	Applicant challenges a detail that the examiner's notes may have misstated.	How can the fact be checked and the record corrected transparently?
G: social pressure	A role-play manager asks for a favourable result to avoid a roster problem.	What protects the integrity of the decision and record?
H: strong recovery	Crew identifies a developing threat, communicates and implements an effective response.	Can the examiner record positive competence as precisely as a fault?

Script preparation record

Card/profile: ____ **Required item:** _____

Type reference and exact scripted behaviour: _____

Expected observable evidence: _____

Safety boundary / stop condition: _____

Tutor validation: ____ **Date:** _____

Do not grade by whether the trainee guessed the tutor's intention. Grade the trainee's process against the evidence actually produced. If role-play fails to produce the planned evidence, acknowledge it and rerun or replace the case appropriately.

12 | Worksheet - entry and authority

Training record only. Use invented applicant details. Attach evidence references rather than unnecessary copies of personal documents.

Candidate examiner: ____ **Date:** _____

Route/type/scope: _____

Check	Evidence / reference / expiry	Satisfied or action
Licence and applicable type basis	_____	_____
TRI or SFI requirement	_____	_____
MPA experience	_____	_____
TRE PIC requirement, if applicable	_____	_____
Initial instructional experience	_____	_____
General prerequisites and sanctions	_____	_____
Medical/validity conditions as applicable	_____	_____
Examiner authority and restrictions	_____	_____
Conflict/objectivity review	_____	_____
Applicant training/eligibility for event	_____	_____
Current application/assessment route	_____	_____

Decision

Eligible for this training/event / further evidence needed / not eligible:

Unresolved requirement and person responsible: _____

Evidence reviewed by: ____ **Date:** _____

This worksheet supports a decision; it is not an official application or certificate. Do not treat a blank field as satisfied. Preserve the distinction between TRE and SFE conditions.

13 | Worksheet - profile coverage

Event: ____ **Type/device:** _____

Intended rating/IR scope: ____ **Attempt:** __

Applicable Appendix 9 section/table and revision: _____

SOP and current form revision: _____

Required item / source	Applicability and PF/PM role	Scenario / evidence opportunity	Result or gap
_____	_____	_____	____
_____	_____	_____	____
_____	_____	_____	____
_____	_____	_____	____
_____	_____	_____	____
_____	_____	_____	____
_____	_____	_____	____
_____	_____	_____	____

Copy this page until every required item and selected group is covered. This blank matrix is not a substitute for Appendix 9 or SRG1158. Attach the validated full profile.

Coverage audit

Mandatory/selected items checked: _____

IR profile complete scope confirmed by: _____

Training prerequisites / additional scope: _____

Device restrictions / contingency: _____

Time sufficient for scope and full cycle: _____

Prepared by: ____ **Reviewed by:** _____

Date and profile revision: _____

14 | Worksheet - briefing and device readiness

Exercise/date: ____ **Trainee:** _____

Briefing element	Completed / evidence / action
Identity, eligibility and examiner authority	_____
Event purpose, scope and applicable references	_____
Crew roles, SOP and language understanding	_____
General sequence, additional items and questions	_____
Weather, minima and operational assumptions	_____
ATC, examiner communications and intervention	_____
Repeat/retest explanation appropriate to event	_____
Observer role and debrief arrangements	_____
Device qualification, approved use and technical log	_____
Configuration, IOS states and limitations checked	_____
Daily real-emergency and egress briefing	_____
Crew understanding confirmed	_____

Teach-back

Crew's description of stop signal and actions: _____

Question requiring clarification: _____

Resolution before start: _____

Tutor observation

Effective feature of briefing: _____

Omission or ambiguity and consequence: _____

Tutor prompt, if any: _____

Ready to commence / hold and resolve: _____

15 | Worksheet - evidence log

Training record only. Write facts before conclusions. Record significant satisfactory performance as well as deficiencies. Keep notes unobtrusive and contemporaneous.

Exercise: ____ **Trainee:** _____

Time / phase	Observable action, omission and recovery	Effect / item / source
____	_____	_____
____	_____	_____
____	_____	_____
____	_____	_____
____	_____	_____
____	_____	_____
____	_____	_____
____	_____	_____
____	_____	_____
____	_____	_____

Separate context from applicant performance

ATC/weather/device influence: _____

Examiner or tutor intervention and reason: _____

Evidence unavailable or uncertain: _____

How uncertainty will be resolved: _____

Decision preparation

Decisive evidence entry numbers/times: _____

Applicable standard and conclusion: _____

Alternative interpretation considered: _____

Tutor review: ____ **Date:** _____

16 | Worksheet - outcome and attempts

Exercise: ____ **Practice applicant:** _____

Event and applicable rule: _____

Current attempt: ____ **Completed scope:** _____

Failed items and evidence references: _____

Outstanding items and reason: _____

Decision path

1. Is the first attempt complete? If not, identify the interruption reason and preserve all valid results.
2. Is this a permitted attempt-one repeat consideration, or a formal retest? Explain the distinction.
3. Apply the failed-item and attempt rules to the actual event. Check the current R2 A1.10 and Appendix 9.
4. Identify training, privilege implications and the correct subsequent scope.
5. Reconcile the narrative with the practice form and explain the result to the applicant.

Record	Entry
Repeat considered and rationale	_____
Repeat actually conducted / record location	_____
Formal retest scope and attempt	_____
Result and source basis	_____
Required or recommended training	_____
Privilege implications explained	_____
Review/appeal information provided	_____
Report reconciled and retained	_____

Tutor challenge

What fact would change this decision? _____

What cannot be inferred from the current evidence? ____

Tutor assessment and follow-up: _____

17 | Worksheet - debrief and documentation

Exercise/date: ____ **Trainee:** _____

Provisional result and decisive evidence: _____

Tutor/assessor discussion completed before crew result where applicable:

Debrief element	Evidence of effective delivery
Result stated clearly	_____
Evidence linked to standard	_____
Applicant account heard and facts checked	_____
Strengths and priorities explained	_____
Training and subsequent scope explained	_____
Privilege implications and review route explained	_____
Applicant understands next steps	_____

Documentation reconciliation

Identity/type/device/date correct: _____

Required scope and attempts accurately recorded: _____

Narrative and form result agree: _____

Signature/endorsement authority checked: _____

Copies, reporting and retention arranged: _____

Tutor feedback

One effective behaviour: _____

One behaviour to change and why: _____

Next demonstration required: _____

18 | Individual practice and profile ledger

One ledger per trainee. Do not count observer time as examiner-position time. The planned timetable is not evidence of completed training.

Trainee: ____ **Type:** _____

Session	Date / device	Actual IOS time	Tutor / record reference
F0 familiarisation	__	____	_____
P1	__	____	_____
P2	__	____	_____
P3	__	____	_____
P4	__	____	_____
P5	__	____	_____
P6	__	____	_____
Additional	__	____	_____

Complete-profile confirmation

For each entry, verify **briefing + conduct of the complete validated scope + assessment + debrief + documentation**, in the examiner role under appropriate supervision. Record missing components and schedule completion; do not sign prematurely.

Credit sought	Profile / date / scope record	Full cycle confirmed by tutor
Instrument profile A, planned P3	_____	_____
Instrument profile B, planned P4	_____	_____
Instrument profile C, planned P5	_____	_____
Instrument profile D, planned P6	_____	_____
Complete test/check 1, planned P5	_____	_____
Complete test/check 2, planned P6	_____	_____

The same validated event may supply both relevant complete-test and IR-profile evidence when its actual scope satisfies both. It is still one conducted event, not two separate sessions. Tutor must verify the intended course approval and privilege scope.

Total examiner-position time: _ ***Observer time separately:*** ___

Outstanding scope or further practice: _____

Chief tutor review/date: _____

19 | Formative competence record

Trainee: ____ **Exercise/date:** _____

Use **I** independent, **P** prompted, **T** further training, **N** not observed. These are MaxFli teaching bands, not the CAA EAoC grading scale. Attach factual evidence and note all tutor prompts.

Competence	Band	Evidence / next action
Authority, eligibility and objectivity	____	_____
Profile coverage and source accuracy	____	_____
Clear, complete crew briefing	____	_____
Safe device and scenario control	____	_____
Realistic communications and workload	____	_____
Observation and factual notes	____	_____
Standards and competence judgement	____	_____
Repeat, retest and outcome rules	____	_____
Fair, useful debrief	____	_____
Accurate reporting and privacy	____	_____

Overall judgement

What was demonstrated independently? _____

Where did support alter the performance? _____

Any critical authority/safety/integrity/outcome error: ___

Next exercise or remediation required: _____

Trainee comments: _____

Tutor/date: ____ **Trainee acknowledgement:** ___

Acknowledgement confirms discussion, not necessarily agreement. Keep any disagreement factual and retain the supporting evidence.

20 | Remediation and reassessment plan

Trainee: ____ **Originating exercise/paper:** _____

Define the gap

Observed action or missing evidence: _____

Applicable standard/source: _____

Why it matters to examiner performance: _____

Avoid vague labels such as 'needs more confidence'. State a task: for example, 'distinguish an incomplete first attempt from a formal retest and complete a consistent record without prompting'.

Plan the learning

Teaching or source review required: _____

New scenario/task to demonstrate transfer: _____

Tutor and planned date: _____

Required independent evidence: _____

Reassessment

Date/device or classroom case: _____

Observed evidence and prompts: _____

Outcome: closed / further training / not yet observed: _____

Supporting record reference: _____

Tutor sign-off: ____ **Trainee discussion:** _____

Do not erase the original gap or first paper score. Preserve a clear record of the learning and later demonstration. Where a repeated essential error persists, refer to the chief tutor and revise the training plan before recommending progression.

21 | Course completion and next steps

Internal training record - not a CAA certificate. The approved provider must use its authorised completion process. This page supports the review and must not be used as an examiner authorisation.

Trainee/type/route: _____

Provider/course approval reference: _____

Course dates and edition: _____

Completion evidence	Reference / reviewer
Eligibility and intended scope checked	_____
Ground school and knowledge assessment	_____
Knowledge gaps corrected/reassessed	_____
Familiarisation and six exercises recorded	_____
Two complete test/check profiles verified	_____
Four complete IR profiles, where intended	_____
Essential competencies independently evidenced	_____
Remedial actions closed	_____
Approved completion process satisfied	_____

Recommendation: ready for next authorised stage / further training required.

Reasons and limitations: _____

Chief tutor/date: _____

Next-step plan

Confirm the current application route, required documents and CAA assessment arrangements using R5. Verify prior CAA approval where a senior examiner is to conduct the EAoC. Record the assessor, device, crew and approved assessment scope. Exercise examiner privileges only after the applicable authority has been issued and all conditions are satisfied.

Action owner/date: _____

22 | Course feedback and quality review

The provider should use feedback to improve teaching and standardisation while protecting candidate data. Anonymise themes before sharing beyond those who need the individual record.

Trainee feedback

Which lesson most improved your examiner judgement? _____

Which instruction or source remained unclear? _____

Was practical time sufficient for complete profiles and feedback? ____

Were role-play, device configuration and references realistic? __

What should change before the next course? ____

Tutor review

Recurring knowledge or practical gaps: _____

Profile coverage or timing issues: _____

Source discrepancies requiring clarification: ____

Device, staffing or facilities improvements: _____

Action owner and target date: _____

Document control

Approved change/reference: _____

Effect on syllabus, profile credit or assessment: _____

New edition and communication to tutors: _____

Closure verified by/date: _____

End of Part 2 FFS. Retain completed individual records through the provider's approved system. Keep blank master copies available and prevent obsolete versions being used for delivery.