

**FTSC EXTRACTS FROM TC**

**Designated Flight Test Examiner Manual**

First Edition  
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**FTSC Preface**

**The information in this manual has been extracted from the TC document and adapted for soaring use. Please keep in mind it was written for TC flight test examiners and is not a SAC policy document or FTSC recommended practice. However, it reflects what TC expects of personnel designated as flight test examiners.**

# Designated Flight Test Examiner Manual

## I n t r o d u c t i o n

The Designated Flight Test Examiner (DFTE) Program is a service responding to the need to provide flight testing for the issue of licences , permits and ratings in a timely manner. The overall administration of the DFTE Program including policy and standardization is the responsibility of Transport Canada Headquarters. On site training, evaluation, approval and monitoring of DFTE's is the responsibility of the Transport Canada Regional Flight Training office. The most essential element of the DFTE Program is communication. Routine contact between examiners and Flight Instructors combined with direct communication with Transport Canada Regional Inspectors is fundamental for standardization and improvement within the training environment.

The objective of this manual is to provide information for the issue and renewal of DFTE authority and to promote standardized flight testing. Standardization will improve the evaluation process which will have a positive effect on the quality of the finished product and flight safety.

*DFTE authority is granted to an individual in accordance with the terms, conditions and guidelines of this manual.*

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## **SECTION**

## **SUBJECT**

- 1 Principles of Evaluation**
- 2 Examiner Authority & Responsibilities**
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# PRINCIPLES OF EVALUATION

The role of the DFTE is to evaluate (**test**) the knowledge and ability of candidates to determine whether or not they meet the required standard for a licence or rating. Examiners are professional well experienced pilots and are very familiar with the flight **test** which they will be conducting. What is not so well known or familiar is the **marks** or assessment decisions required when completing the evaluations on the flight test form. This evaluation (**test**) and assessments awarded will become more accurate and valid as an examiner becomes familiar with the evaluation process.

## Evaluation Process

Evaluation is the process of defining, observing and measuring a candidate's performance during a test.

When the examiner conducts a flight test, it is for the purpose of determining whether the applicant meets all the criteria as outlined in the applicable flight test standards. Analysis of this *evaluation*, as recorded on the Flight Test Report, provides information which is used to identify:

- student deficiencies;
- specific degrees of skill;
- areas of weak instruction; and
- areas of the training syllabus requiring improvement.

This information along with input from other sources, such as accident reports, written examinations and flight safety newsletters, is then integrated into the training program in the form of revisions to training manuals, examinations and flight test standards which improve the quality of training and enhance aviation safety.

*It must be emphasized that **testing** for the purpose of **licensing** must remain clearly removed from **teaching**.*

## Evaluation Cycle

The evaluation process is considered to be a five stage cycle: objective, standards, performance, measurement, conclusion.

**Objective.** The first stage is to determine the objectives. Since it would be meaningless to evaluate the student's behaviour without considering what that behaviour should be, the process of evaluation should begin with clearly defined objectives. These objectives are specified in the *Aim* statement for each flight test exercise in the applicable flight test standards.

**Standards.** To be proficient in evaluating a candidate's performance during a flight test, the examiner must be completely familiar with the standards for each exercise assessed on the flight test. These standards are described in the *Acceptable Performance* statement for each exercise in the applicable flight test standards.

**Performance.** During the flight test, the DFTE observes the candidate's performance in response to situations presented.

**Measurement.** The DFTE measures the performance, compares it to the applicable standard and determines the assessment.

**Conclusion.** Based on the conclusions of the examiner, a mark is awarded. However, to be useful, the conclusions must be presented in such a way that the information is clearly understood and easily accessible to supervisors, instructors and students. When a candidate commits major errors during the performance of an exercise or fails to meet the required standard, the DFTE must state the nature of the problem(s), in writing, in the *Remarks* column on the Flight Test Report.

### **Characteristics of Evaluation**

An evaluation may become useless if certain criteria are not respected. The following five characteristics, if used carefully when conducting a flight test, will result in an accurate and effective form of evaluation.

**Reliability.** Reliability ensures consistent results. As applied to the flight test, this would mean that two identical performances should result in the same flight test score.

Human factors can have a significant affect on flight test reliability. Some of these factors are:

- **fatigue**..... ( sufficient sleep or rest prior to the test )
- **emotions**..... ( work or home personal problems )
- **state of health**.....( cold or flu etc. )
- **time of day**.....( very early in the morning, or last trip of the day, rushed )
- **distractions**.....( noise, interruptions etc. )

DFTE's should be conscious of these factors and attempt to reduce as many variables as possible. The examiner may accept some of these factors as a reason for some lack of smoothness in the candidate's performance, but never as a compromise for attaining the minimum standards. The **DFTE** should also be aware that his or her ability to accurately assess the candidate's performance **can be affected by these same factors**.

Another factor which may affect the *reliability* of an evaluation is to allow learning to take place during the test. For example, oral questions, if worded improperly, may lead the candidate to the correct answer. In air exercises, if given a second or third attempt, the candidate may demonstrate a manoeuvre adequately as a result of the immediate practice. For this reason, a candidate may attempt each exercise only once during a flight test.

**Validity.** Tests are valid if they measure what they are supposed to measure and nothing else. In terms of the flight test, assessment for both ground and air exercises must remain within the bounds of the appropriate flight test standards. The scope of the test must be such that when candidates pass, they have met the *required standards* for the issue of the permit, licence or rating sought.

**Comprehensive.** A test is comprehensive if it contains a sample of all course material and measures each area of skill and knowledge required to ensure the standard is met. Flight tests will be *comprehensive* if the test examiners conduct conforms to the exercises listed in the applicable flight test guide with no additions or deletions.

**Discrimination.** In testing, discrimination enables the examiner to detect different levels of achievement among candidates being tested. Discrimination separates the qualified from the more qualified or less qualified. For this reason examiners must take care with their requests for demonstration of various test exercises. The flight test marking scale provides five marks (1 to 5) which can be awarded for a performance assessed as passed, as well as a mark of 0 to denote a failed item. This marking scale is designed to reveal how candidates perform and allows for a greater degree of discrimination than one that simply distinguishes between *pass* or *fail*. Also, the required minimum pass mark prevents candidates from passing who consistently demonstrate weak performance throughout the flight test. (note SAC form use different scoring method)

**Objectivity.** Objectivity ensures the examiner's personal opinions *will not* affect the outcome or assessment of the test. In order to achieve the highest possible degree of objectivity, the examiner should record observations to eliminate errors and assist recall in awarding the score. Marks awarded must be made in accordance with the applicable flight test standards.

Flight tests are marked to some degree on a subjective basis. **Subjective assessments** will be **more valid** if the examiner has a sound and adequate background knowledge of the evaluation process, and the expertise to accurately assess flight test applicants.

## Evaluation Errors

In order to test effectively, the examiner requires not only a sound knowledge of the *characteristics of evaluation* but also a firm understanding of the possible errors that can occur throughout the *evaluation process*. Errors in evaluation fall into several categories. The most frequent errors are as follows:

### 1. Personal Bias Error

- central tendency
- generosity
- severity

### 2 . Logical Error

### 3 . Error of Halo Effect

- leniency
- stereotype

### 4 . Error of Narrow Criterion

## 5 . Error of Delayed Grading

## 6. Standards Error

### Personal Bias Error

**Errors of personal bias** are indicated by a tendency of an examiner to rate candidates or a particular group of candidates all the same; **all as average** or, all as great at the **high** end of the marking scale or, all as poor at the **low** end of the scale.

**Central Tendency Errors** are indicated by a tendency to rate all or most candidates as **average**. The examiner really "feels" that the performance of most candidates is not as good as it should be and therefore underscores a candidates good performance. On the other hand, the examiner is reluctant to cope with the possible emotional response of a candidate, or a recommending instructor. This results in padded or inflated assessments of poor performance thus both candidates are awarded an average assessment. This error may also occur because an examiner does not want to think, (put effort into making a decision). An average mark is easier to make.

**Generosity Errors** are indicated by a tendency to rate all individuals at the **high end** of the scale and is probably the most common type of personal bias. This could be caused by an examiner's desire to be known always as a nice person.

**Severity Errors.** In this case, all or most candidates are graded at the **low end** of the marking scale. Examiners may feel that the published flight test standards are too low and score the test against their own set of standards. This type of examiner feels that few people can fly as well as they can.

### Logical Error

This error occurs when an examiner assumes that a high degree of ability in one area means a similar degree of competence in another. This is especially true if the two items being assessed are similar or related. A good mark on one or two exercises does not mean the candidate is so qualified on all exercises. The full test must be completed and marked.

### Halo Effect

This error occurs when an examiner's impression of a candidate is allowed to influence the assessment of performance. **Halo error** can result in rating an applicant too **high** or too **low**.

One form of halo error is the **Error of Leniency** - leniency has it's source in an examiners likes, dislikes, opinions, prejudices, moods and political or community influence of people. For example, when testing a friend, acquaintance, or high profile individual, an examiners may give undeservedly **high** marks or, conversely the **error of Stereotype**. As with the error of leniency, the error of stereotype has it's source in likes, dislikes, opinions, prejudices, etc. In this case however, an examiner may allow personal opinion to influence the assessment of the candidate and award undeservedly **low** marks.

### Error of Narrow Criterion

This error may occur when an examiner has a group of candidates to flight test. The examiner may, under this condition, rate each applicant against the others within the group instead of against the standards. If the group to be tested is *above average*, a candidate who is of average ability may be awarded an undeservedly low mark. If the group of candidates to be tested are *below average*, then a candidate who performs the best within this group may be awarded a higher assessment than actually deserved.

### **Error of Delayed Grading**

Should a delay occur in awarding the assessment for an exercise, there may be a tendency to award average marks due to the lack of information and/or poor recall. The use of the top or bottom end of the marking scale would be avoided by not making an assessment immediately after the event, examiner's may award assessments based upon an overall impression of the flight test. This results in an erroneous assessment and a flight test report, which is of little value to the training system.

### **Standards Error**

All the errors we have discussed result in a standards error. However, if an examiner is not thoroughly familiar with established standards, as outlined in the applicable flight test standards, it is virtually impossible to conduct an evaluation to that standard.

While these errors are presented here on paper in a clear and obvious way, under flight testing conditions this is not always so. Normally it is a combination of two or more of the errors and clear and obvious is not an apparent trait. Therefore examiners must be aware of these errors and consciously prevent such errors from entering, in any degree, into the tests they conduct to ensure the validity of the flight test and the marks they award.

### **General Principles of Flight Testing**

- Mark each exercise as soon as possible after it has been completed. If marks of 2 or less are awarded, written remarks must be made. The remarks are to be sufficient to inform others, to support subsequent discussion and support the mark assigned.
- Apply the standards in the appropriate flight test standards regardless of the training and experience of the candidate.
- Give credit where credit is due, and do not be influenced by poor performance on a previous exercise when assessing any other exercise.
- The assigned task should be assessed as to its relation to the laid down standards. Avoid the tendency to start with the ideal and reduce the assessment by one position for each error.
- Do not allow the candidate to repeat a failed exercise on the same flight test.
- Make use of full scale of assessments, (a poor performance or an ideal one should be credited with the appropriate assessment). Give careful consideration to each mark awarded. First, decide whether or not the aim of the exercise has been achieved, then decide on the mark to be awarded.
- Assess the candidate's performance in comparison with an ideal performance under existing conditions.

### **Oral Questions**

Oral questions are used by the examiner to measure and evaluate the extent of aeronautical knowledge and to determine that the candidate meets the standard of knowledge required for the licence being sought.

This is a most important part of the flight test and it is the portion of flight testing that results in the greatest variance in standardization. For this reason it is essential that questions be prepared beforehand to ensure that the questions are worded correctly, relevant and valid.

It is recommended that the examiner have a bank of questions prepared on all the required items or areas for the oral portion of the test. It is not intended that the candidate be asked all of the questions prepared but the additional questions are available if required. Also a bank of questions will allow the examiner to vary the oral test somewhat from candidate to candidate.

The prepared questions should be of a practical operational nature based upon the aircraft and the trip assigned for the flight test. Theoretical type questions are not recommended on the flight test as this area is covered on the written examinations.

In preparing questions, it is recommended that you first write down the correct answer, then write a question which will elicit only that answer.

Questions should be carefully worded and not ambiguous. A good question is one which is easily understood and composed of common words. Questions are to be designed to measure knowledge of a subject, not the use of language. The use of big words or high sounding phraseology may be a chance for the examiner to display command of language and vocabulary but this will only detract from the test. Remember, if the candidates do not understand the meaning of the words they will not be able to answer the question. Always keep your vocabulary within the grasp of your candidate.

Toss up type of questions that give candidates a fifty-fifty chance of guessing the right answer, should be avoided. This is a yes/no, either/or situation that doesn't tell the examiner very much. If this type of question, ( **toss-up** ), is used examiners should follow up with a what, where, or why type of question to confirm knowledge and understanding. Other types of questions that do not belong on the flight test are the **trick** question, **oversize** question, **bewildering** question, and the **irrelevant** question.

## **SUMMARY:                    QUALITIES OF ORAL QUESTIONS**

<b><u>GOOD</u></b>	<b><u>NOT SO GOOD</u></b>
<b>EASILY UNDERSTOOD</b>	<b>BEWILDERING</b>
<b>COMPOSED OF COMMON WORDS</b>	<b>OVERSIZE</b>
<b>THOUGHT PROVOKING</b>	<b>TOSS - UP</b>
<b>PRACTICAL - OPERATIONAL</b>	<b>IRRELEVANT</b>
<b>APPLICABLE / APPROPRIATE</b>	<b>LEADING</b>

## **ONLY ONE CORRECT ANSWER**

## **TRICK**

There can be a long distance between being told the qualities of a good question and actually being able to create one at will. This skill comes with experience, practice, and training, and the road to proficiency in this area is littered with a lot of questions that simply don't do the job.

Examiners have to review their questions, rewrite the questions, and review them again to make sure the questions are in fact working properly.

If unfamiliar with the characteristics of good questioning, it is suggested that examiners refer to the oral questions section of the Flight Instructor Guide for an overview of good question development.

# 3

## CONDUCTING THE FLIGHT TEST

### Pretest Organization

A number of items should be considered when scheduling a flight test. The following list suggests some of the items to be considered. A copy of a *Flight Test Organizer* ([Appendix 1](#)) is included with this manual.

### Meeting the Candidate

Examiners have a lot more experience at conducting flight tests than their candidate's have at being tested. It's important to remember this and to always respect the candidate's situation. A certain level of nervousness will always be present in flight test candidates and examiners have a duty to conduct themselves in a manner that does not add to the normal stress of the test situation. The Flight Test Organizer ([Appendix 1](#)) lists a number of items to help create a positive flight test environment:

### Establishing Candidate's Eligibility

**Pilot Permit - Recreational - Aeroplane, Private Pilot and Commercial Pilot Licence, Aeroplane and Helicopter.** In order to be admitted to a flight test required for the issue of a Pilot Permit-Recreational-Aeroplane, Private Pilot or Commercial Pilot Licence, the candidate shall present:

- proof of meeting the medical standards with respect to the licence/permit for which the flight test is required;
- a written recommendation from a qualified flight instructor certifying that the instructor has personally conducted a pre-flight test evaluation with the candidate, that the candidate is considered to meet the competency standard for the issue of the appropriate pilot licence/permit, and that the instructor recommends the candidate for the flight test.
- in the case of a candidate for a Pilot Permit-Recreational Aeroplane flight test, no less than 25 hours flight time;
- in the case of a candidate for a private pilot flight test, no less than 35 hours flight time;
- in the case of a candidate for a flight test other than a private pilot flight test, no less than 75% of the total flying experience required for the licence.

### Retest

In order to attempt a re-test after a flight test is assessed "fail", the candidate must provide a letter signed by a qualified flight instructor certifying:

- the candidate has received further training on the failed item(s);

- the candidate is considered to meet the competency standard for the issue of the Pilot Permit, Licence or rating for which the test is required; and
- the instructor recommends the candidate for the re-test. If recommended by a Class 4 instructor, the letter of recommendation must be countersigned by the supervising instructor.

### **Briefing the Candidate**

The briefing is commonly divided into two parts. One outlining the ground portion of the flight test, the other, a thorough pre-flight briefing following the ground portion. Time should be taken to clear up any questions the candidate may have regarding the test. The examiner should make it clear at this time that the candidate is free to ask for clarification and/or a repeat of any request made. It is also a good time to ensure that the candidate is aware of the flight test standards as outlined in the appropriate flight test standards.

It should be made clear:

- who will be pilot-in-command during the flight test (commonly, it will be the candidate);
- the method to be used for transfer of control (i.e.: "I have control...you have control").

The examiner and the candidate should also discuss, and agree upon, the procedure to be used in regard to both simulated and real emergencies; and

The sequence of test exercises to be covered. No need to have the candidate memorize this sequence as the examiner will give instructions for each task to be tested.

### **Test Conditions**

Deviation from the published criteria due to weather, turbulence, traffic, or other situations considered no fault of the candidate, must be taken into consideration when assessing the various test exercises. To enhance objectivity, and to reduce the need for the examiner to make allowances in assessing such situations, the test should, whenever possible, be conducted under normal flight conditions.

All flight tests shall be conducted when the weather conditions do not present a hazard to the operation of the aircraft, and will permit the required tasks to be tested, the aircraft is airworthy, and the candidates documents, as required by the Canadian Aviation Regulations, are valid.

### **Complete Retest**

A complete re-test will be required in the following situations:

- the required pass mark is not obtained during a complete flight test;

- more than two items (one item for the Instrument Rating Flight Test) are failed during a complete flight test;
- any flight test item is failed during a partial flight test;
- unsafe or dangerous flying is displayed during a partial re-test, or
- a partial flight test is not completed within 30 days of the original flight test.

### **Partial Retest**

Provided that the applicable pass mark has been achieved and there are no more than two failed items (one item for the Instrument Rating Flight Test), the skill requirement for issue of a licence, permit, multi-engine class rating or instrument rating may be met by completing a partial re-test of the item or items assessed "fail". This re-test must be completed within 30 days of the original flight test and the candidate will be required to successfully perform only the item(s) assessed as "fail" on the complete flight test.

Flight test items previously passed will not be re-assessed during a partial re-test but any display of unsafe or dangerous flying shall result in the partial flight test being assessed "fail". No more than one partial re-test shall be allowed for each complete flight test.

### **Flight Test Results**

–A flight test measures whether a candidate has the skill required to hold a particular licence or rating. The test also measures the quality of the training the candidate has received, which means that the recommending instructor and the flight training unit share some considerable responsibility for the result.

Further, the test measures the examiner's performance, particularly whether the examiner is conducting the test in accordance with the flight test standards.

The results of the flight test may be released to the candidate, the recommending instructor, the examiner who conducted the flight test, and to the flight training unit that provided the training. These are the people whose performance is measured by each flight test. The results may not be released to anyone else.

Where a candidate has failed a flight test, the candidate shall be provided with a copy of the flight test report. Where a candidate passes a flight test, a copy shall be provided if this is requested by the candidate.

Recommending instructors should attend the debriefings of candidates they recommended for the flight test and examiners should encourage them strongly to do so.

### **Interrupted or Discontinued Flight Test**

Where a flight test is interrupted or discontinued through no fault of the candidate for reasons such as weather, mechanical, or illness of the candidate or examiner the following process shall apply:

- the flight test may be completed at a later date;

- the test may be completed by the same or another examiner;
- the original letter of recommendation remains valid;
- exercises already assessed will not be re-tested;
- the original flight test form may be used to complete the test, or two separate forms may be submitted;
- the candidate is permitted to complete additional training while awaiting completion of the test; and
- these conditions apply when the test is completed within the thirty days as permitted by the letter of recommendation.

## **Flight Test Profile**

Flight tests should follow a planned sequence which results in a minimum amount of unproductive flight time. By preplanning, an examiner can combine various exercises such as high level, low level, and circuit work in order to keep transit time and repetitive climbing and descending to a minimum. However, care must be taken to ensure that the candidate will not be rushed while demonstrating the exercises.

There is no hard and fast order in which the various exercises should be tested. The following are examples of sequential formats for the flight test exercises. This information is intended as a guide for examiners in drawing up their own plans for the airborne portion of the flight test.

## **Marking Scale**

The "Acceptable Performance" section of each exercise outlines the marking criteria. These criteria assume no unusual circumstances. Consideration shall be given to unavoidable deviations from the published criteria due to weather, traffic or other situations beyond the reasonable control of the candidate. To avoid the need to compensate for such situations, the tests should be conducted under normal conditions whenever possible.

Any one of the following will result in an assessment of fail:

- Aim of exercise not completed.
- Insufficient level of knowledge to ensure safety—.
- Aim of exercise completed but at expense of using unsafe airmanship and/or handling errors.
- Dangerous aircraft handling requiring assistance from examiner.
- Tolerances specified in the flight test standards exceeded.

## **Airmanship**

The candidate's airmanship shall be assessed in conjunction with each exercise or item on the flight test. One combined overall assessment shall be awarded for each test exercise. Related factors to consider for the assessment of Airmanship are the look-out for other aircraft, use of checklists, consideration for other aircraft on the ground and in the air, choice of run-up areas, clearing the engine during prolonged glides etc. The candidate will be expected to demonstrate good airmanship and complete accurate

cockpit checks on a continuing basis. Failure to maintain proper lookout throughout the flight test shall be disqualifying.

### **Flight Test Remarks**

Written remarks are required when awarding a flight test exercise a mark of 2 or less. The remarks should be clear and concise and in the case of an exercise assessed as:

- 1 or 2 reflect the major variation(s) from the *Acceptable Performance* for the exercise as outlined in the appropriate flight test standards; or
- 0 reflect the appropriate item or items that result in an assessment of fail as listed in the *Marking Scale* section of the flight test standards.

During a flight test, it is sometimes difficult to write *clear* and *concise* remarks. It is recommended that examiners use notes made during the flight test to complete a final copy of the Flight Test Report. This provides the examiner with the opportunity of referencing the appropriate Flight test standards while writing final comments.

### **Post Flight**

The planning and organization for professional post-flight activities is essential. For many candidates it will be a long time before they see or listen to an instructor/examiner again. Thus the need for the debriefing to be valid and comprehensive.

- advise the applicant of the outcome as soon as *practicable*;
- the recommending instructor should be on hand for the post flight debriefing;
- highlight above average performance;
- debrief using the flight test report. The debriefing should include both strong and weak points and advise on how to correct any errors or deficiencies;
- use the flight test standards to explain the reason for a failed assessment; and
- brief the flight instructor on the candidates performance. This should be completed without the candidate present. Care should be taken not to criticize the instructor.

### **Flight Test Records**

The computer scanable Flight Test Report provides Transport Canada with a Flight Test Record for all flight instructors and DFTE's. This information is an extremely valuable tool used to monitor flight tests for trends in assessment, weak areas, and evaluation errors. Added emphasis can be given to *national* weak areas at DFTE Workshops and Flight Instructor Refresher Courses. Explanation and use of the Flight Test Record will be covered in detail during *initial* and *recurrent* DFTE standardization training.

## Handling a Failed Flight Test

The examiner must remember that should a candidate fail to qualify it does not mean or indicate failure as a person. During the test or the debriefing, actions or comments by the examiner must not diminish the candidates own self worth.

Examiners and candidates should keep in mind that it is not the examiner who fails the candidate, but rather it is the candidate whose performance on that day has not met the minimum acceptable standards as described in the appropriate flight test standards.

Candidates who become aware that the test has been assessed as failed may elect to continue with the test in order that any other remaining weak items may be identified. Examiners proceeding in such cases must feel assured that the candidates performance will not be adversely affected during the completion of the remaining test exercises. The examiner must take extra caution not to permit logical error or personal bias to affect the subsequent marking of the test.

When the test has been completed or discontinued a thorough debriefing on all phases of the test shall be given to the candidate.

For a debriefing to be meaningful and beneficial the examiner must first inform the candidate how the test has been assessed - pass or fail. Until the candidate knows this assessment all other words of wisdom and debriefing comments will not be heard.

Many industry examiners have found that a good way to inform the candidate that the standards have not been met is to ask the candidate how they feel the test went. The debriefing can then proceed.

Notes:

CAR 408.18 (1) In the case of a flight test conducted in accordance with Schedules 1 to 8 to the flight testing standards, a candidate fails the flight test if

(a) the candidate's performance of an item includes deviations that are repeated or that the candidate either does not recognize or does not correct in a timely manner;

(b) the candidate's handling of the aircraft is rough or includes uncorrected or excessive deviations from specified tolerances;

(c) the candidate, as a result of a pilot error or faulty handling of the aircraft, exceeds by more than double the deviation tolerances specified in the table to section 4 of Schedules 1 to 8 of those standards, even if a correction is made;

(d) the candidate does not demonstrate the level of technical proficiency or knowledge necessary to carry out the functions of a holder of a licence, permit or rating;

(e) the candidate has lapses in situational awareness that are not identified or corrected;

(f) the candidate's flight management skills are ineffective; or

(g) the safety of the flight is compromised.

(2) A candidate who fails not more than two air flight test items described in Schedules 1 to 7 to the flight testing standards may take a re-test of each failed item within:

(a) 60 days after the date of the failed test, in the case of a flight test described in Schedule 1 to those standards; or

(b) 30 days after the date of the failed test, in the case of a flight test described in Schedules 2 to 7 to those standards.

(3) A candidate who fails not more than one air flight test item described in Schedule 8 to the flight testing standards may take a re-test of the failed item within 30 days after the date of the failed test.

(4) A candidate must take a complete re-test for a licence, permit or rating referred to in Schedules 1 to 8 to the flight testing standards if

(a) during a flight test, the candidate displays unsafe airmanship or dangerous flying resulting in the flight test being assessed as a failure;

(b) the candidate repeatedly fails to use appropriate and effective visual scanning techniques to ensure that the area is cleared before or while performing an item that involves visual manoeuvres;

(c) during a complete flight test, the candidate fails any ground flight test item;

(d) during a complete flight test, the candidate fails more than two air flight test items in the case of a flight test described in Schedules 1 to 7 to the flight testing standards or more than one air flight test item in the case of a flight test described in Schedule 8 to those standards;

(e) the candidate fails an item during a partial re-test; or

(f) the candidate does not complete a partial re-test within a period specified in subsection (2).

