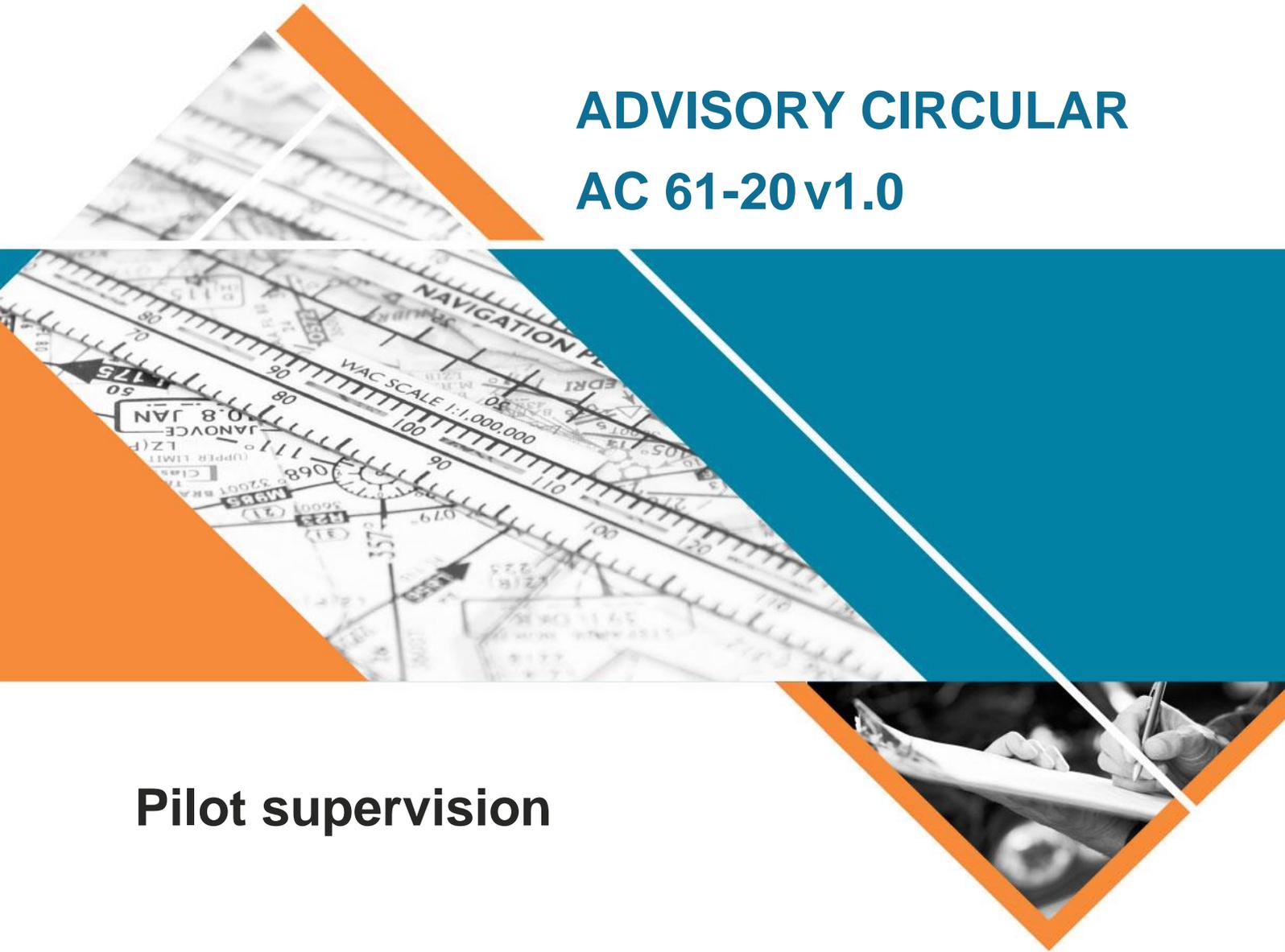




# ADVISORY CIRCULAR

## AC 61-20v1.0



# Pilot supervision

**Date** October 2022  
**File ref** D22/40327

Advisory circulars are intended to provide advice and guidance to illustrate a means, but not necessarily the only means, of complying with the Regulations, or to explain certain regulatory requirements by providing informative, interpretative and explanatory material.

**Advisory circulars should always be read in conjunction with the relevant regulations.**

## Audience

This advisory circular (AC) applies to training organisations and aerial work operators (including head of operations (HOO's) and supervisory pilots) that do not have a check and training system however, any operator could adopt the supervision methodology for their training system.

## Purpose

This AC provides guidance to operators for delivering a structured supervision program to pilots operating in a new environment or after completing the regulatory requirements for a new qualification. The intent of the supervision process is to ensure pilots can continue to gain effective knowledge and operational experience during and post induction or when operating in a new environment. This does not replace the supervision required by the regulations to complete a qualification.

## For further information

For further information, contact CASA's Flight Standards Branch (telephone 131 757).

## Status

This version of the AC is approved by the Branch Manager, Flight Standards.

Version	Date	Details
v1.0	October 2022	Initial AC.

Unless specified otherwise, all subregulations, regulations, Divisions, Subparts and Parts referenced in this AC are references to the *Civil Aviation Safety Regulations 1998 (CASR)*.

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# 1 Reference material

## 1.1 Acronyms

The acronyms and abbreviations used in this AC are listed in the table below.

<b>Acronym</b>	<b>Description</b>
AC	advisory circular
CASA	Civil Aviation Safety Authority
CASR	Civil Aviation Safety Regulations 1998
CEO	Chief Executive Officer
FSTD	flight simulator training device
GM	guidance material
HF	human factors
HOO	Head of Operations
MOS	manual of standards
NTS	non-technical skills
OEM	original equipment manufacturer
OPC	operator proficiency check
PIC	pilot in command
SMS	safety management system
SOP	standard operating procedures
SPC	standardisation proficiency check
VFR	visual flight rules

## 1.2 Definitions

Terms that have specific meaning within this AC are defined in the table below. Where definitions from the civil aviation legislation have been reproduced for ease of reference, these are identified by 'grey shading'. Should there be a discrepancy between a definition given in this AC and the civil aviation legislation, the definition in the legislation prevails.

<b>Term</b>	<b>Definition</b>
aerial work operation	One or more of: an external load operation, a dispensing operation, a task specialist operation, or training for an aerial work operation (refer to regulation 138.010).
aircraft	Any machine or craft that can derive support in the atmosphere from the reactions of the air, other than the reactions of the air against the earth's surface.
air crew member	a crew member for a flight of an aircraft (other than a flight crew member) who carries out a function during the flight relating to the safety of the operation of the aircraft, or the safety of the use of the aircraft.
competency	A combination of skills, knowledge and attitudes required to perform a task to the prescribed standard.  Competency (ICAO). A dimension of human performance that is used to reliably predict successful performance on the job. A competency is manifested and observed through behaviours that mobilise the relevant knowledge, skills, and attitudes to carry out activities or tasks under specified conditions.
conversion training	Training provided to a person by a Part 119 or Part 138 operator to enable that person to carry out their duties and responsibilities in accordance with the operator's policies and procedures prior to the person commencing unsupervised duty.
direct supervision (Part 61)	means doing the following: (a) performing the tasks involved in indirect supervision of the pilot; (b) being present and able to monitor and assess the safety of the flight and communicate directly with the pilot; (c) selecting and planning the area in which the flight is conducted; (d) authorising the pilot to conduct the flight; (e) providing direction to ensure the safety of the flight.
flight crew member / pilot	A crew member who is a pilot or flight engineer assigned to carry out duties essential to the operation of an aircraft during flight time.
Head of Operations	A key person for a part 138 or 141 operator
indirect supervision (Part 61)	means doing the following: (a) conducting frequent surveillance of the performance of the pilot; (b) periodically reviewing the performance of the pilot in the planning and conduct of the flight; (c) providing feedback on the performance of the pilot; (d) knowing the pilot's area of operations; (e) acting as a supervisor to the pilot
induction training	Training provided to a person to introduce the operators' processes for carrying out all activities associated with a person's role.
line training	Supervised line or task training on normal operations in a relevant aircraft.

<b>Term</b>	<b>Definition</b>
operational safety-critical personnel	For an Australian air transport operator or an aerial work operator means personnel carrying out, or responsible for, safety-related tasks, including: <ol style="list-style-type: none"> <li>1. personnel carrying out roles that have direct contact with the physical operation of aeroplanes or rotorcraft used in the operator's Australian air transport operations or aerial work operations; and</li> <li>2. personnel carrying out roles that have operational contact with personnel who operate aeroplanes or rotorcraft used in those operations; and</li> <li>3. personnel described as operational safety critical personnel in the operator's exposition or operations manual;</li> <li>4. but does not include personnel who are employed or engaged by the operator (whether by contract or other arrangement) and are engaged in:</li> <li>5. the provision of continuing airworthiness management services for aeroplanes or rotorcraft used in the operator's Australian air transport operations or aerial work operations; or</li> <li>6. carrying out maintenance on an aeroplane, rotorcraft, or aeronautical product on behalf of an approved maintenance organisation.</li> </ol>
operations manual	the set of documents approved by CASA under the regulation in which the operations manual applies
operator proficiency check	An assessment conducted by an operator in accordance with its training and checking responsibilities under these Regulations of whether a person has the aeronautical skills and knowledge required by the operator.
person/personnel	For this AC, when either 'person' or 'personnel' is mentioned, it refers to an individual or group of individuals employed as operational safety-critical personnel.
pilot in command under supervision	A pilot, other than a student pilot, who performs the duties and functions of the pilot in command of an aircraft under the supervision of a pilot who is authorised by the operator of the aircraft to conduct the supervision.
proficiency	Refers to the level of skill or expertise displayed in performing a task.
recurrent training	Training of the personnel of an aircraft operator, or the operator of a flight simulation training device, that is conducted to ensure that the personnel are competent to carry out their responsibilities.
supervised	Carrying out an activity under the observation and direction of a supervisor, training pilot or checker.
supervising	Observing and directing an activity to assess behaviours, competence and ensure safety.
task specialist	For an aerial work operation, means a crew member for a flight: <ol style="list-style-type: none"> <li>1. who carries out a function for the flight relating to the aerial work operation; and</li> <li>2. who is not a flight crew member or an air crew member for the flight.</li> </ol>
Supervisor	a pilot who is authorised by an operator in accordance with the procedures in the operator's exposition or operations manual to support pilots to gain knowledge and experience in a new operating environment
Trainer	A person assigned by an operator to deliver training.

## 1.3 References

### Legislation

Legislation is available on the Federal Register of Legislation website <https://www.legislation.gov.au/>

Document	Title
Division 61.R.1	Privileges and requirements for grant of aerial application ratings
Division 61.T.4	Privileges and requirements for grant of training endorsements
Division 138.B.5	Training and checking
Subpart 138.N	
Subpart 141.E	Part 141 Operators—instructors
Part 138 MOS Chapter 23	Flight crew member training and checking
Part 138 MOS Chapter 24	Air crew member training and checking
Part 138 MOS Chapter 25	Task specialist training and checking
Subpart 138.P	Air crew members and task specialists

### International Civil Aviation Organization documents

International Civil Aviation Organization (ICAO) documents are available for purchase from <http://store1.icao.int/>

Document	Title
Doc 9868	Procedures for Air Navigation Services —Training

### Advisory material

CASA's advisory materials are available at <https://www.casa.gov.au/publications-and-resources/guidance-materials>

Document	Title
Multi-Part AC Part 119-11 AC 138-02	Training and Checking Systems
AC 61-09	Competency Based Training in Aviation

## 2 Introduction

- 2.1.1 The world of aviation is rapidly changing. The utilisation of aircraft and airspace is evolving and the advances in technology and systems is expanding the scope and the pace of their roles within many operations. These changes introduce a wide array of human performance implications that require appropriate management to maintain aviation safety.
- 2.1.2 For more than two decades, CASA has promoted the systems-based approach, including a learning culture, that assists pilots to gain experience while continuing to operate safely. A learning culture sets processes and practices that encourages not only individuals but also organisations to increase knowledge, competence, and performance.
- 2.1.3 An integral part of a learning culture is supervision where a supervising pilot provides support and mentoring in a non-jeopardy environment. A supervising pilot can provide support from induction for newly employed pilots or post completing the regulatory required training for new qualifications for existing pilots. The support could be in the form of direct or indirect supervision.
- 2.1.4 Operators that are required to have a training and checking system should include supervision as part of the training process. The information provided in this AC is targeted at operators without a training and check system, however the process could be used in any type of operation.
- 2.1.5 There are additional training and assessment requirements covered by other regulations such as training and assessment in human factors principles and non-technical skills, dangerous goods, drug and alcohol management plans, and pilot-conducted aircraft maintenance. Although these requirements are not specifically included in this AC, they should be considered when developing a supervision plan.
- 2.1.6 This AC focuses on supervision for pilots after the regulatory requirements for proficiency and supervision have been met. It is one of the tools in a holistic approach to provide the pilot with ongoing confidence and competence in an operating environment. Operators could refer to this phase of supervision as mentoring.

## 3 Pilot supervision

### 3.1 What is pilot supervision?

- 3.1.1 Pilot supervision (supervision) described in this AC is a documented process that provides mentoring, support, and guidance to a pilot operating in a new environment.
- 3.1.2 This supervision is tailored to the individual pilot taking into consideration a recognition of prior learning, pilots experience and local knowledge.

### 3.2 What supervision is not

- 3.2.1 The information provided on supervision in this AC is not intended to refer to:
- in command under supervision (ICUS)
  - general emergency training
  - conversion training
  - differences training
  - remedial training
  - the supervision required by the regulations to complete a qualification.

### 3.3 When could supervision be provided?

- 3.3.1 A formal supervision process could be developed for a pilot who that has recently:
- commenced with a new operator and requires knowledge of company procedures and the local environment
  - or
  - completed the requirements for a new qualification (aircraft class or type, new or upgrade of aerial work operation) and requires support operating the new equipment in the local environment
  - or
  - in a training organisation:
    - o increased in instructor grade
    - or
    - o completed a new training endorsement.
- 3.3.2 Supervision is not limited to the scenarios described above. The process could be used any time an operational safety critical personnel requires support and mentoring to allow them to gain further experience while performing their duties.
- 3.3.3 The holder of a pilot licence may exercise the privileges of the licence only if the holder is competent, an aerial work operator and Part 141 training organisation may only assign a pilot to a duty if the pilot is competent. Ongoing or periodic supervision could be utilised as a tool to ensure competency is maintained between proficiency checks.

### 3.4 Who can conduct the supervision?

3.4.1 A supervisor can be the HOO or a pilot nominated by an operator in accordance with the procedures in the operator's exposition or operations manual.

3.4.2 The supervisor should have the following attributes:

- substantial experience that is relevant to the needs and goals of the pilot
- calm and nonjudgmental manner
- good communication skills
- a good understanding of the role of the supervisor
- a good understanding of the pilot's goals.

### 3.5 What does a supervisor do?

3.5.1 The supervisor manages the supervision process and is key to providing an effective outcome. The supervisor has the following responsibilities:

- As part of their induction process, act as a supervisor to provide advice, guidance and feedback to pilots to support them in meeting the operational standards of the organisation.
- Ensure flying tasks assigned to, or initiated by, the pilot are consistent with the skill levels, familiarity, and level of progress through the supervision program.
- Collaborate with the pilot to ensure they gain and maintain the appropriate knowledge and skills to ensure a safe operating environment.
- If possible, observe the pilot in normal operations, provide constructive feedback, discuss, and record areas of discussion.
- Provide opportunity and encourage the pilot under supervision to self-evaluate, self-critique and reflect on performance.
- Lead by example, particularly in terms of what they do as a matter of routine.

## 4 Supervision plan

### 4.1 Supporting pilots

4.1.1 The supervision plan should provide opportunities to further develop knowledge and skills. This can be accomplished with a structured induction into an organisation or a new area of operation, or a defined consolidation with a new qualification. This process should be documented in the operator's exposition or operations manual and include forms for managing and recording the supervision.

### 4.2 Developing a supervision plan

4.2.1 The following steps are recommended to develop a supervision plan:

- a. The supervisor and pilot should meet and work together to create an effective supervision plan. This initial meeting should commence with a review of supporting material (company manuals, standard operating procedures, and company operational specifications) and discussion on its relevance to the supervision process.
- b. Decide on the phases of supervision (induction, local knowledge).
- c. Decided on focus areas of the supervision that are suited to the pilot's individual situation.
- d. Decide on an activity or activities where the focus areas are applicable.
- e. Decide, for each activity, whether it requires direct or indirect supervision.
- f. Document the above in a training type syllabus for recording progress.

4.2.2 Once the supervisor and pilot agree on and document the supervision plan.; The supervisor should brief the pilot on:

- how the supervision activities will be conducted
- how the supervision will be recorded/reported
- the process for addressing any lack of knowledge or difficulty in following the operators' procedures.

4.2.3 The supervision plan and any amendments should be authorised by the head of operations (HOO).

### 4.3 Ineffective supervision

4.3.1 The following Supervisor behaviours would lead to the supervision process being ineffective:

- Inadequate attendance, or the failure to provide the necessary guidance, training, leadership, or oversight to ensure the pilot operates in a safe operating environment, meets the minimum standards and is regulatorily compliant.
- Continued inappropriate behaviours or problems where instances are known to the training Supervisor yet are allowed to continue unchecked.
- Criticism as opposed to constructive critique

- Not allowing sufficient time for debriefing and self-evaluation
- HOO or Supervisor having their own way of doing things not in compliance with standard operating procedures.

## 5 Types of supervision

### 5.1 Direct supervision

5.1.1 In this AC the term direct supervision refers to the supervisor observing the pilot during pre-flight planning, aircraft preparation, operating in the aircraft (if possible) in a range of normal operations, and during post flight responsibilities.

### 5.2 Indirect supervision

5.2.1 In this AC, the term indirect *supervision* is used when the supervisor is not in the aircraft or the observation of a pilot on an exercise not directly related to a flight.

5.2.2 The following are examples of indirect supervision:

- regular meetings with the pilot to discuss progress
- phone contact with the pilot
- a mustering senior pilot in another aircraft nearby, an ag pilot observing from the ground etc.
- conducting a self-assessment, analysis and feedback on their progress
- identifying professional training needs and opportunities
- reviewing documentation the pilot generates when operating
- assigning general duties and responsibilities specific to the role.

**Example:**

A flight training school located at a busy airport employs an instructor who has little knowledge of the local area and procedures. The flight training school has a process in their manual which allows for supervision of the instructors. The Supervisor and pilot meet and discuss the supervision process, which in this case will concentrate on local area knowledge and company operating procedures. This is documented so it can be referred to throughout the supervision period.

The supervisor guides the new pilot through the induction process, local area familiarisation, and once the instructor completes the *Part 141 operators—standardisation and proficiency check* requirements, continues as a supervisor and a point of contact for any questions or comments the new instructor may have.

## 6 Aerial work operations

- 6.1.1 The supervision described in this AC is provided either during induction (as part of that process) or after all regulatory requirements have been met for a pilot's new qualification.
- 6.1.2 A period of supervision could be provided to a pilot who has just completed training for a particular aerial work operation, for example class D external loads, dispensing operations, NVIS firebombing etc.
- 6.1.3 The direct supervision for existing pilots doesn't need to be for a lengthy time period and should be tailored to the experience and currency of the pilot, type of aerial work operation task and existing local knowledge.

## 7 Supporting pilots who operate infrequently

### 7.1 Casual/part time pilots

- 7.1.1 Pilots working in casual or part-time roles may be inducted by number of different operators. These pilots should advise the respective HOO's and /or Supervisors about the operators for which they fly. Some supervision could be consolidated or may not be required if it is similar to the supervision completed with another operator if it can be communicated and recorded effectively.
- 7.1.2 The pilot should be requested to authorise the engagement of the HOO or Supervisor at each of the operators where they operate. Effective engagement of the operators could minimise the supervision of the pilot to require only the induction brief for each operator.

### 7.2 Consolidation

- 7.2.1 Pilots operating in a casual or part time role may require a longer supervision period than a full-time pilot. Consider requesting the pilot conduct an initial full time consolidation period.

## 8 Documenting/recording

### 8.1 Overview

8.1.1 This section provides information for Supervisors on recording the supervision plan, the progress and briefing outcomes.

### 8.2 Documenting the supervision process

8.2.1 The Supervisor plays an important role in providing regular feedback and assisting the pilot to obtain knowledge in the areas outlined in the supervision plan. Where documentation is available supporting knowledge in a particular area this should be copied and attached to the supervision plan. For example, flight plans, flight logs and records of self-assessment.

8.2.2 Pilots should provide training and supervision records from the operator/s they were most recently employed by a review of these when drafting a supervision plan could provide a recommendation for additional areas to review.

### 8.3 Observable behaviours

8.3.1 Observable behaviours provided in Appendix 1 are developed by ICAO and could be utilised as focus points in the supervision process by modifying them to suit the pilot or operator's supervision requirements. They should not be applied in a prescriptive way, used as a checklist, or as fixed examples.

8.3.2 The Supervisor may observe the pilot's knowledge and skills on several occasions during their supervision timeframe. The following should be regularly updated and recorded in the supervision plan/record of supervision:

- type of activity
- type of supervision (direct/indirect)
- a record of any self-assessment
- Supervisor comments on any mentoring provided

8.3.3 A completed, documented supervision plan will inform the HOO and provide evidence to support the competence of the pilot.

### 8.4 Assessment and review

8.4.1 During the supervision period, provision should be made for regular debriefs which should commence with the supervised pilot self-debriefing and self-critique. This is important for both directly supervised exercises, and indirectly supervised flights. For indirect supervised flights it provides the Supervisory pilot an opportunity to assess any events or occurrences during the flight that the supervised pilot perceived were normal or routine, when in fact they were not. Information from the debriefs could provide information for the SMS (if applicable) or risk register to be able to detect hazard trends during Supervisory operations.

8.4.2 The Supervisor should also regularly:

- encourage the pilot to reflect, assess, and self-critique on his/her operational flying and describe how standards were maintained
- assess the pilot's strengths and areas for further development based on their own self-assessment
- provide the pilot with feedback
- plan for future professional learning needs and ongoing support and improvement, if required.

8.4.3 The conversation can occur by videoconference or telephone if face to face is not practicable.

## 9 Completing the supervision

### 9.1 Review of supervision plan

- 9.1.1 In consultation with the HOO, and guided by the originally agreed timeframe, the pilot and supervisor will decide when the time is right to finalise the supervision process. It should be a holistic approach and be made based on a range of factors. The pilot should have a sound knowledge and understanding of the focus areas that were agreed to on commencing the supervision plan and have overall confidence in operating in the new environment.

### 9.2 Finalising the supervision process

- 9.2.1 The pilot or Supervisor may initiate the discussion regarding finalisation of the supervision process.
- 9.2.2 Documents relating to the supervision plan should be attached to the supervision plan file. Documentary evidence for every discussion point is not required and should not be expected.
- 9.2.3 To finalise the supervision process, the Supervisor needs to ensure all requirements in the supervision plan have been covered.

### 9.3 The role of the HOO

- 9.3.1 The HOO has a responsibility for managing the training and checking for an air operator. The HOO should approve the supervision plan and have the final sign-off for the pilot at its completion.
- 9.3.2 Supervisors should advise the pilot and HOO of any issue(s) with the pilot's work or flying practices that may negatively impact on safety.
- 9.3.3 Conversely, the pilot should report to the HOO any safety related issues regarding the actions of the Supervisor.

### 9.4 Supervision and the operator's safety management system

- 9.4.1 The supervision outlined in this AC is targeted at operators without a training and check system. However, the process could be used in any type of operation. Operators who have a safety management system (SMS) should ensure the Supervisor engages with the Safety Manager during and after a supervision plan is complete. Risks should be identified and entered in the organisation's risk register. The Supervisor together with the HOO should analyse the risk and determine appropriate risk mitigations. These risks should be reviewed at appropriate intervals.

## 10 Professional development

- 10.1.1 Professional development isn't just confined to the 'supervised' pilot. With regards to the 'Supervisory' pilot(s), providing structured, effective and meaningful supervision to other pilots is an important component in the professional development of the Supervisory pilot during their pathway to becoming a Grade 1, HOO, HOFO, HOTC etc.
- 10.1.2 Engagement in professional development outside the supervision process should be encouraged, but to be used as evidence it must be specific to the pilot's needs. It can be skills or knowledge based, formal or informal in nature and, where applicable, self-guided. Professional development for pilots could include opportunities for them to:
- observe more experienced pilots
  - demonstrate their area of expertise to colleagues
  - if appropriate, provide elements of supervision to less experienced pilot.

## **Appendix A**

# **ICAO supervision phases, categories and observable behaviours**

## A.1 Supervision Phases, Core Categories and Observable Behaviours

A.1.1 The core categories and observable behaviours outlined in the following table are from ICAO DOC 9868 and are provided for guidance. Operators are encouraged to create their own supervision phases, core categories and observable behaviours tailored to the type of operation and operating conditions.

**Table B1 - Supervision Core Categories and Observable Behaviours - Examples**

Core Category	Description	Observable behaviour (OB)
Supervision Phases: Induction   Local Knowledge   New Aircraft Class or Type   Task Specialist		
		<b>Select behaviours that apply</b>
Application of Knowledge.	Demonstrates knowledge and understanding of relevant information, operating instructions, aircraft systems and the operating environment.	OB 0.1 Demonstrates practical and applicable knowledge of limitations and systems and their interaction.
		OB 0.2 Demonstrates required knowledge of published operating instructions.
		OB 0.3 Demonstrates knowledge of the physical environment, the air traffic environment including routings, weather, airports and the operational infrastructure.
		OB 0.4 Demonstrates appropriate knowledge of applicable legislation.
		OB 0.5 Knows where to source required information.
		OB 0.6 Demonstrates a positive interest in acquiring knowledge.
		OB 0.7 Is able to apply knowledge effectively.
Application of Procedures and Compliance with Regulations.	Identifies and applies the appropriate procedures in accordance with operating instructions and environment.	OB 1.1 Identifies where to find procedures and regulations.
		OB 1.2 Applies relevant operating instructions, procedures and techniques in a timely manner.
		OB 1.3 Follows SOPs unless a higher degree of safety dictates an appropriate deviation.
		OB 1.4 Operates aircraft systems and associated equipment correctly.
		OB 1.5 Monitors aircraft systems status.
		OB 1.6 Complies with applicable regulations.
		OB 1.7 Applies relevant procedural knowledge.
Communication	Communicates effectively in all operational situations.	OB 2.1 Determines that the recipient is ready and able to receive.

Core Category	Description	Observable behaviour (OB)
		<p>OB 2.2 Selects appropriately what, when how and with whom to communicate.</p> <p>OB 2.3 Conveys messages clearly, accurately, and concisely.</p> <p>OB 2.4 Confirms that the recipient understands important information.</p> <p>OB 2.5 Listens actively and demonstrates understanding when receiving information.</p> <p>OB 2.6 Asks relevant and effective questions.</p> <p>OB 2.7 Uses appropriate escalation in communication to resolve identified deviations.</p> <p>OB 2.9 Adheres to standard radiotelephone phraseology and procedures.</p>
Aircraft management	Controls the flight path.	<p>OB 4.1 Controls the aircraft with accuracy and smoothness as appropriate to the situation.</p> <p>OB 4.2 Monitors and detects deviations from the intended flight path and takes appropriate action.</p> <p>OB 4.3 Manually controls the aircraft using the relationship between attitude, speed, and power, and navigation signals or visual information.</p> <p>OB 4.4 Manages the flight path safely to achieve optimum operational performance.</p> <p>OB 4.5 Maintains the intended flight path during manual flight while managing other tasks and distractions.</p>
Leadership and Teamwork	<p>Influences other to contribute to a shared purpose.</p> <p>Collaborates to accomplish the goals of the team.</p>	<p>OB 5.1 Encourages team participation and open communication.</p> <p>OB 5.2 Demonstrates initiative and provides direction when required.</p> <p>OB 5.3 Engages others in planning.</p> <p>OB 5.4 Considers inputs from others.</p> <p>OB 5.5 Gives and receives feedback constructively.</p> <p>OB 5.6 Addresses and resolves conflicts and disagreements in a constructive manner.</p> <p>OB 5.7 Exercises decisive leadership when required.</p> <p>OB 5.8 Accepts responsibility for decisions and actions.</p>

Core Category	Description	Observable behaviour (OB)
		OB 5.9 Carries out instructions when directed.
		OB 5.10 Applies effective intervention strategies to resolve identified deviations.
		OB 5.11 Manages cultural and language challenges, as applicable.
Problem Solving and Decision Making	Identifies precursors, mitigates problems; and makes decisions.	OB 6.1 Identifies, assesses and manages threats and errors in a timely manner.
		OB 6.2 Seeks accurate and adequate information from appropriate sources.
		OB 6.3 Identifies and verifies what and why things have gone wrong, if appropriate.
		OB 6.4 Perseveres in working through problems while prioritizing safety.
		OB 6.5 Identifies and considers appropriate options.
		OB 6.6 Applies appropriate and timely decision-making techniques.
		OB 6.7 Monitors, reviews and adapts decisions as required.
		OB 6.8 Adapts when faced with situations where no guidance or procedure exists.
		OB 6.9 Demonstrates resilience when encountering an unexpected event.
Situation Awareness and Management of Information	Perceives, comprehends and manages information and anticipates its effect on the operation.	OB 7.1 Monitors and assesses the state of the aircraft and its systems.
		OB 7.2 Monitors and assesses the aircraft's energy state, and its anticipated flight path.
		OB 7.3 Monitors and assesses the general environment as it may affect the operation.
		OB 7.4 Validates the accuracy of information and checks for gross errors.
		OB 7.5 Maintains awareness of the people involved in or affected by the operation and their capacity to perform as expected.
		OB 7.6 Develops effective contingency plans based upon potential risks associated with threats and errors.
		OB 7.7 Responds to indications of reduced situation awareness.
		OB 8.1 Exercises self-control in all situations.
Workload Management	Maintain available workload capacity by prioritizing and distributing tasks	OB 8.2 Plans, prioritises and schedules

Core Category	Description	Observable behaviour (OB)
	using appropriate resources.	appropriate tasks effectively.
		OB 8.3 Manages time efficiently when carrying out tasks.
		OB 8.4 Offers and gives assistance.
		OB 8.5 Delegates tasks.
		OB 8.6 Seeks and accepts assistance, when appropriate.
		OB 8.7 Monitors, reviews and cross-checks actions conscientiously.
		OB 8.8 Verifies that tasks are completed to the expected outcome.
		OB 8.9 Manages and recovers from interruptions, distractions, variations and failures effectively while performing tasks.

## A.2 Training and checking pilots

Table B2 - Training and checking pilots

Training and Checking Pilots		
Core Category	Description	Observable behaviour (OB)
Management of the learning environment.	Ensures that the instruction, assessment, and evaluation of lessons are well planned and conducted in a suitable and safe environment.	OB 1.1.1 Applies TEM in the context of instruction/evaluation.
		OB 1.2.1 Briefs on safety procedures for situations that are likely to develop during instruction/evaluation.
		OB 1.3.1 Intervenes appropriately, at the correct time and level (e.g., progresses from verbal assistance to taking over control).
		OB 1.4.1 Resumes instruction/evaluation as practicable after any intervention.
		OB 1.5.1 Plans and prepares training media, equipment and resources.
		OB 1.6.1 Briefs on training devices or aircraft limitations that may influence training, when applicable.
		OB 1.7.1 Creates and manages conditions (e.g., airspace, ATC, weather, time, etc.) to be suitable for the training objectives.
		OB 1.8.1 Adapts to changes in the environment whilst minimizing training disruptions.

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		OB 1.9.1 Manages time, training media and equipment to ensure that training objectives are met.
	Conducts training to develop the trainee's competencies.	OB 2.1.1 References approved sources (operations, technical, and training manuals, standards and regulations).
		OB 2.2.1 States clearly the objectives and clarifies roles for the training.
		OB 2.3.1 Follows the approved training program.
		OB 2.4.1 Applies instructional methods as appropriate (e.g., explanation, demonstration, facilitation, discover with assistance, discover without assistance).
		OB 2.5.1 Sustains operational relevance and realism.
		OB 2.6.1 Adapts the amount of instructor inputs to ensure that the training objectives are met.
		OB 2.7.1 Continuously assesses trainee's competencies.
		OB 2.8.1 Encourages the trainee to self-assess.
		OB 2.9.1 Allows trainee to self-correct in a timely manner.
		OB 2.10.1 Applies trainee-centred feedback techniques (e.g., facilitation, etc.).
		OB 2.11.1 Provides positive reinforcement.
Interaction with trainees	Supports the trainees' learning and development and demonstrate exemplary behaviour (role model).	OB 3.1.1 Shows respect for the trainees (e.g., for culture, language, experience).
		OB 3.2.1 Shows patience and empathy (e.g., by actively listening, reading non-verbal messages and encouraging dialogue).
		OB 3.3.1 Manages trainees' barriers to learning.
		OB 3.4.1 Encourages engagement and mutual support.
		OB 3.5.1 Coaches the trainees.
		OB 3.6.1 Supports the goal and training policies of the operator/ATO and Authority.
		OB 3.7.1 Shows integrity (e.g., honesty and professional principles).
		OB 3.8.1 Demonstrates acceptable personal conduct, acceptable social practices, content expertise, a model for professional and interpersonal behaviour.

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		OB 3.9.1 Actively seeks and accepts feedback to improve own performance.
Assessment and evaluation	Assesses the competencies of the trainee and contributes to the continuous training system improvement.	OB 4.1.1 Complies with Operator/ATOs and Authority requirements.
		OB 4.2.1 Ensures that the trainee understands the assessment process.
		OB 4.3.1 Applies the competency standards and conditions.
		OB 4.4.1 Assesses trainee’s competencies.
		OB 4.5.1 Performs grading.
		OB 4.6.1 Provides recommendations based on the outcome of the assessment.
		OB 4.7.1 Makes decisions based on the outcome of the summative assessment.
		OB 4.8.1 Provides clear feedback to the trainee.
		OB 4.9.1 Reports strengths and weaknesses of the training system (e.g., training environment, curriculum, assessment/evaluation) including feedback from trainees.
		OB 4.10.1 Suggests improvements for the training system.
		OB 4.11.1 Produces reports using appropriate forms and media.
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