Pilot Examiner Quarterly

A Quarterly Journal for Designated Pilot Examiners

AUGUST 2020

The Best Three Minute Investment You Can Make as a DPE

Mark Ducorsky, DPE

"WINGS". We have all heard the name before. In various iterations, the WINGS program has been around for decades. Perhaps you remember the little paper attendance cards received after attending an FAA Safety Seminar at your local airport, or maybe you've seen "WINGS bling" - those small metallic pins - on someone's lapel or perhaps even earned a phase or two of WINGS yourself.

Why does the WINGS program matter, what is it all about, and why do we as DPE's want to be part of it and promote it?

AC 61-91J states *"The objective of the WINGS—Pilot Proficiency Program is to reduce the number of accidents in General Aviation (GA) by assisting airmen to find educational opportunities designed to help them apply the principles of risk assessment and risk management (RM). When properly applied, these principles will help mitigate accident causal factors associated with common pilot errors, lack of proficiency, and faulty knowledge. The Federal Aviation Administration's (FAA) purpose is to encourage the majority of GA pilots, through WINGS, to engage in ongoing, targeted flying tasks and learning activities keyed to identified risks and which are designed to mitigate those risks."*

Said another way, the WINGS program is a pilot proficiency program on steroids.

As Designated Pilot Examiners, we have an awesome ongoing responsibility to safety. We also have an ideal opportunity to positively influence not only new pilots but existing pilots as well.

This is readily accomplished by helping airmen find educational opportunities designed to help them understand the need to be proficient, how to become and remain proficient, all the while applying the principles of risk assessment and risk management. The FAA's website FAASAFETY.GOV rings that bell.

FAASAFETY.GOV offers a wide variety of online proficiency and risk management-oriented activities. These activities include seminars (unfortunately none are scheduled at this time due to the COVID-19 pandemic), online courses, webinars, and flight activities. To complete a phase of WINGS there are simple knowledge and flight related activities to complete. *EVERY TIME* you complete nearly any certification activity, WINGS credits are available. Requesting or approving credit within the WINGS program is simple. Over ***165,000*** phases have been completed and awarded to date!

In addition to the obvious tangible benefits of participating in a pilot proficiency and risk management program, there are other benefits to the WINGS program as well:

- Any phase of WINGS satisfies the requirement for a flight review.
- WINGS can be used to renew a CFI certificate by evaluating at least 15 WINGS-accredited flight activities (of any level) during which the CFI evaluates at least five different pilots.
- As a DPE, you can bring new or existing airmen into the safety mindset by simply letting your applicants know about the WINGS program and offering them WINGS credit at the conclusion of every successful certification. This can truly help introduce an airman to the safety mindset we all

this issue

Mission- Aviation Safety

In an effort to assist DPEs in their daily tasks and keep them up-to-date on the latest developments in pilot certification, we created the Pilot Examiner Quarterly. This publication will address some of the problems and concerns that we have encountered in the field and offer solutions and best practices. We will also discuss recent and upcoming changes affecting the pilot certification process.

WEB Resources

https://www.faa.gov/about/office_org/headquarters_offices/agc/practice_areas/regulations/interpretations/

http://www.faa.gov

https://av-info.faa.gov/DsgReg/Sections.aspx

http://fsims.faa.gov/

https://www.faa.gov/about/office_org/headquarters_offices/avs/offices/afx/afs/afs600/afs630/

https://www.faa.gov/pilots/training/airman_education/

should have.

How about $$$$$ for being a WINGS participant? Yep, there's a website for that - https://www.mywingsinitiative.org/. Win real green U.S. Dollars in a WINGS SWEEPSTAKES simply for issuing (or earning!) a WINGS phase, which you may enter after each successful certification activity! And your applicants may enter as well! For the next several years, the Sweepstakes is fully funded by a private benefactor, with cash prizes in varying amounts up to as much as $1500!

- Sweepstakes $$$ not enough for you? If YOU participate in the WINGS program, your aircraft insurance company might offer you a discount. Mine does, and it comes to almost 10%! In accordance with FAA Order 8900.2C, Figure 7-7, Airplane DPE's MUST fly PIC at least sixty hours per year anyway (more than sixty hours for those DPE's holding multiple category and / or class authorizations), so why not get WINGS credit while doing so, and potentially enjoy a substantial discount on your aircraft insurance, not to mention the proficiency you will enjoy when the next applicant does something unexpected.

- You will distinguish yourself by being the "DPE who issues WINGS credit". For all the reasons this program is good for your applicants, regardless of their certification level, it is good for you as well. I can attest that applicants have told their schools they want to test with me since I issue WINGS credit. The WINGS credit you are issuing can turn into a contest at a flight school, with the winner being the one who collects the most credits. This was not my idea, one school just started doing it, and then another school did the same. I am glad and proud to work with the schools on this.

- WINGS gives a competitive advantage in any hiring process. Unfortunately, the COVID-19 virus has caused a definitive and hopefully temporary "stutter" in the hiring of new pilots. All things being equal, if someone is applying for a pilot position and they possess multiple phases of WINGS at all three levels (Basic, Advanced, and Master), and the other applicants do not, they are now distinguishing themselves in a fair and favorable way from others applying for the same position. Further, it shows the prospective employer that this applicant has an active record of achievement demonstrating their continuing focus on safety, proficiency, and the management of risk.

- GIVE BACK! That's right, you are a DPE. There are not that many of us. Perhaps it is likely that before becoming a DPE, aviation was good to you. It is now your chance to give back and help make the aviation world an even better and safer place. EVERY LITTLE BIT COUNTS, and by participating in WINGS with your applicants it shows you care. You can collaboratively support others who are also actively promoting the WINGS program, people like the FAASTeam Program Managers at your FSDO, and the dedicated Volunteers known as FAASTeam Representatives.

If you are interested in some wonderful statistics, click here. You will find that pilots who participate in WINGS *account for approximately one-quarter of one percent of all accidents*. That is amazing and speaks for itself.

Let us not forget the BLING! For every phase of WINGS there are bona fide real metallic WINGS pins available for the asking on the website once a phase is completed. The bling comes in three flavors contingent upon the level of WINGS achieved. (Basic, Advanced or Master).

FAA Wings Basic, Advanced , and Master

FAA Seaplane Wings: Basic, Advanced and Master

So you say that the last thing you need is more paperwork, of any sort. Once your applicant has successfully completed their certification activity you can choose to *invest* three minutes and brief them on the significant advantages they can enjoy in the WINGS program. The bullet points above could be used as a simple briefing tool. Or, you can simply hand them the form which tells them how to request WINGS credit (Ctrl + click here for that form), or if you would like your own form to customize Ctrl+ click here and feel free to customize the form to fit your needs. Once your applicants request WINGS credit, it takes you three mouse clicks to approve their request. Pretty easy.

If you would like to know more about the WINGS Pilot Proficiency program click Ctrl+ here for a short video. Your local FSDO has FAASTeam Program Managers (FPM's), as well as Volunteers known as WINGSPros to assist with any additional questions you may have about the WINGS program.

Challenge yourself to earn at least one phase of WINGS in the next 12 months, and encourage others to do so as well! It's fun, easy, and professionally rewarding!

"In flying, I have learned that carelessness and overconfidence are usually far more dangerous than deliberately accepted risks."
— Wilbur Wright, 1900

Manager's Corner
by Trey McClure

Branch Manager AFS-640

It has been a busy year for the Designee Standardization Branch! As you know, our Fiscal Year began on October 1, 2019. This began the use of the new venue for our Oklahoma held seminars at the Transportation Safety Institute (TSI). This has been a large success. The facilities are top notch and TSI personnel work very hard behind the scenes to ensure the facility is clean and set up as required for us to provide our seminars. As great as the TSI personnel are, this change couldn't have been successful without the hard work and support from the Designee Standardization Branch staff and you, the designee. We continue to get good feedback on the change and we continue to make adjustments to better your experience.

We started the year with many projects lined up and the team hit the ground running. Many project are to improve the current training we provide, such as Recurrent DPRE, DPE, Admin PE, and Aircraft Certification seminars. Additional projects are in the works to provide new training courses for designees, such as PPE. All these projects and others are undertaken while still providing high quality training to our designee community. The team, as always, was really making large improvements, and then we faced the challenges of the COVID-19 pandemic. During this tough time, this team of professionals truly showed their dedication to our mission and the designee community. Within nine days of the travel restriction because of the virus, we hosted our first ever virtual DPE recurrent seminar. It was a tremendous effort by everyone in the branch. Our staff crossed team/specialty lines to assist to make the seminar a success, and it was. It didn't stop there and still hasn't stopped. At this point, we are offering all the recurrent designee training through online and virtual offerings. This has been a true team effort to keep designees current on training needs nationally. We continue to seek ways to improve our seminars, to make the human connection and to meet your training needs. We thank you for your participation, patience, recommendations, and encouragement. This team has proven, once again, it can overcome challenges in the time of need.

Through this hard work, we have had new team members join us. These professionals came in, rolled up their sleeves, and got to work; there is no better way to build the needed cohesiveness. Please help me welcome these team members to our branch:

David Wilson**: Product Team**

Alfonso Ontiveros**: Product Team**

Robert Nolan**: TPE Team**

Bill Anderson**: TPE Team**

Carl Hayes**: ISS Team**

Joseph Bozone**: DPE Team**

Scott Lavoy**: DPE Team**

Chris Thomas**: Branch Frontline Manager**

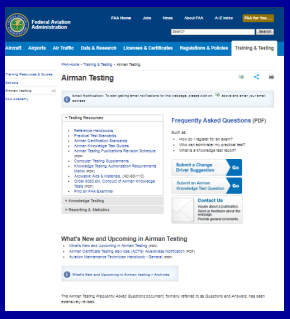
You may recognize the names of some from the seminars already. You'll have the opportunity to meet the rest as time moves along.

Finally, we are in the process of preparing our FY21 training schedule. As you are aware, we continue to face many unknowns. We will continue to develop the needed training and embrace the skills we have gained over the past several months. The bulk of our recurrent designee seminars will be held virtually through FY21. You will see a few offerings for recurrent seminars in-person once it is safe to do so. Of course, we will continue to watch this, but I'm unsure when that may be. We all realize that our travel plans moving forward will look much different than it did in the past. In addition, the staff is assessing our initial designee training seminars. These seminars are heavily laden with practical exercises to develop skills needed by the designee in the field. To ensure we can meet the learning objectives, we plan to continue to host these seminars at the TSI facility in Oklahoma City on the Mike Monroney Aeronautical Center (MMAC). With this said, we will evaluate other alternatives and leverage lessons learned to develop initial designee virtual training where appropriate. There will be more on these virtual offerings in the future. I assure you we will continue to provide the training you need to be effective in your role performing the tasks on behalf on the Administrator.

As always, I welcome your feedback. With Chris onboard, and a branch full of the best, we will provide the training to meet the designee's needs nationally.

Thank you for all you do,

Trey McClure
Branch Manager
AFS-640 Designee Standardization



What's New and Upcoming in Airman Testing?

You can find out with a few simple clicks of your mouse!

Please visit the Airman Testing Web page to learn the latest on the Airman Certificate Testing Service, find a multitude of Testing Resources, including Airman Certification Standards, and get answers to Frequently Asked Questions about certification, knowledge and practical testing, and training.

Comments may be sent to: afs630comments@faa.gov

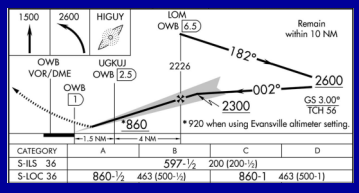
Questions Answers Comments about Designee Policy?

In an effort to make communication easier between designees and the designee policy holder, AFS-650, Delegation Program Branch, an email box has been established for stakeholders to communicate their questions, comments and concerns about designee policy.

9-AMC-Designee-Questions-Comments-Concerns@faa.gov

Is Your Instrument Practical Test Complete?

Toby Blanton, DPE SO15



What a proud moment I had when I passed my instrument rating back in the 1980s. I remember that test better than any of the other practical tests I had taken. An FAA inspector, known as "by the book Powell," administered it. Being young and a bit naive, I was not really sure what "by the book" was. That "book" in the past was known as the Practical Test Standards (PTS). The PTS is now, slowly, being replaced by the Airman Certification Standards (ACS). It was not really clear to me until my commercial pilot training that the PTS was a guide for both me and the examiner as a means to conduct a valid and complete practical test. As I progressed through my training towards my Certified Flight Instructor Certificate and continued to study the PTS, I realized there were many different interpretations of the wording and methods for conducting a practical test. Examiner A would administer a private pilot practical test and never leave the pattern. Examiner B would seem to be away from the airport for hours. There seemed to be completely different ways that examiners would conduct practical tests. Now that the ACS has published, it seems the FAA has tried to standardize the requirements for both the applicant and the examiner on what exactly is required for a particular practical test. However, the fine print can easily be overlooked in the published guidance. The FAA Orders 8900.1, 8900.2, 8000.95, ACS, the POH (and the list goes on) are directives that we are required to use and use correctly. I would like to cover some, but I am sure not all, of the caveats in the Instrument Rating ACS. Remember we, as examiners, are required to conduct all practical tests in accordance with the ACS or PTS as appropriate. This statement means that we MUST perform certain maneuvers and procedures to their completion. Let's review a few tasks from the Instrument Rating – Airplane ACS

Area of Operation (AOO) VI. Task B. One Precision Approach MUST be complete. In the ACS page A-16,Task B - Precision Approach, it states the approach MUST be to the decision altitude (DA). This means if ATC or the examiner decides to discontinue the approach prior to the DA then this procedure (area of op VI task B. IR.VI.B.S12) is not complete therefore this procedure cannot be found either successful or unsatisfactory and this precision approach must be attempted again in its entirety. In lieu of ILS, we can use a WAAS GPS approach if the LPV DA is equal to or less than 300 feet HAT and the installed equipment and database is current and qualified for IFR flight.

AOO VI. Task A. Non-precision approaches MUST be completed.

The ACS page A-16 task A. Nonprecision Approach states that the applicant must accomplish at least two nonprecision approaches in simulated or actual weather conditions. "The choices MUST use at least two DIFFERENT types of navigational aids." This means we CANNOT do 2 VOR approaches or 2 LOC approaches or even 2 GPS approaches. These NON-PRECISION approaches must be different types and must be completed to the minimum descent altitude (MDA), to the Visual Descent Point (VDP) or Missed Approach Point (MAP) (IR.VI.A.S12). Task A on page A-16 also states the approaches must include the following:

1 MUST include a procedure turn, or if flying a GPS-based approach, a Terminal Arrival Area (TAA) procedure

1 MUST be hand flown without the use of the autopilot and without ATC assistance.

Pilot Examiner Quarterly

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AUGUST

IN AVIATION HISTORY

Bell Model 222, the first twin-engine light commercial helicopter, developed in the United States, Makes its first flight, powered by two 650 SHP Avco Lycoming LTS101-650C August 13, 1976

1 MUST be flown with reference to backup or partial panel instrumentation or navigation display, depending on the aircraft's instrument avionics configuration, representing the failure mode(s) most realistic for the equipment used.

AOO VI task C. Missed Approach. In accordance with the instrument procedures handbook, the missed approach course begins at the missed approach point (MAP) and continues until the aircraft has reached the designated fix and a holding pattern has been entered. If the missed approach involves a published hold, then this task and the holding procedures task, Area of Operation III task B, can be combined and accomplished together.

AOO VI. Task D. Circling Approach. This procedure requires the applicant to visually maneuver to a downwind or base leg appropriate for the landing runway and environmental conditions. (Skill IR.VI.D.S6). A side step maneuver to a parallel runway does not meet the requirement of this task. In the PTS there was a requirement to maneuver the aircraft 90° change of direction from the approach course. The ACS appears to have removed this requirement but adds the verbiage visually maneuver to the downwind or base for the LANDING runway.

Remember we are required to conduct all practical tests in accordance with the ACS. Knowing all the rules, caveats and "gotchas" in the ACS will help us all be better examiners. *–PEQ*

WANTED

FROM DESIGNEES, INSPECTORS, INSTRUCTORS and PILOT APPLICANTS
Your SUBMISSIONS!!!!

- **Photographs:** New Pilot Certifications / General Aviation Pics
- **Stories, Articles, Questions, Topics for Discussion, and Field Experiences.**
  What have you learned that you can share with other Examiners?
- **For October 2020 Issue of Pilot Examiner Quarterly, submissions should be in electronic form and are due by COB Friday, September 25, 2020.**
  Send to: todd.e.burk@faa.gov
  SUBJECT: Pilot Examiner Quarterly, October 2020 Issue.

SMOKE SIGNALS

Pat Knight AFS-810

Something strange happened on the last practical test I administered. The ground portion was going fine, but then the applicant started hesitating and struggling to answer. The performance got worse and worse. The applicant was none too happy about the disapproval notice, and I was none too happy that the applicant's performance went from great to really bad. Am I missing something about my testing technique? Is it something I did?

Of course there are many factors affecting the outcome on the applicant's side. What is it about the examiner that affects the outcome? We transmit messages, hidden messages, through non-verbal means. We humans do it all the time using eye contact, facial expressions, gestures, posture, and the distance between two individuals. Applicants may read, interpret, and act on the hidden message.

For example, "OK" can carry a message, intended or not. Imagine the applicant just described weight and balance calculations. You say, "OK" But what did the applicant hear? Was it "OK. but . . ." or "OK, really . . .", or even "OK, are you sure . . ." The applicant may react based on what was hidden in "OK".

What messages do we send without speaking? Do you check the time or check for messages? Are your arms folded? Do you squirm in your chair, glance out a window, avoid eye contact, click your pen, or doodle? Maybe you interrupt the applicant or finish the applicant's sentence? These send hidden messages such as boredom, disinterest, and applicant unimportance.

As examiners, we need watch for the hidden messages we send and how they might affect the outcome. If we shake the applicant's confidence, add confusion, increase nervousness, or restrict open communication, we are handicapping the applicant. How then can we rely on the results? - *PEQ*

Our continuing mission is to provide the safest, most efficient aerospace system in the world.

We strive to reach the next level of safety, efficiency, environmental responsibility and global leadership. We are accountable to the American public and our stakeholders.

- Safety is our passion. We work so all air and space travelers arrive safely at their destinations.
- Excellence is our promise. We seek results that embody professionalism, transparency and accountability.
- Integrity is our touchstone. We perform our duties honestly, with moral soundness, and with the highest level of ethics.
- People are our strength. Our success depends on the respect, diversity, collaboration, and commitment of our workforce.
- Innovation is our signature. We foster creativity and vision to provide solutions beyond today's boundaries.

From The Field

Questions and Answers

Question:

I read your recent article discussing the requirements when conducting an *initial* commercial pilot practical test in a jet. Your discussion raised another question about Area of Operation (AOO) VIII Task A in the Commercial ACS. I have observed initial commercial applicants take a practical test in anything from small non-pressurized airplanes, to highly sophisticated pressurized airplanes. When a non-pressurized airplane is used, I have seen DPEs covering AOO VIII during the ground portion of the exam (oral only). The skill element of AOO VIII Task A requires the *demonstration* of either an installed oxygen system or a portable system. There does not appear to be any relief from this. However, all the skill elements contained in AOO VIII Task B provides relief by including the words *"if equipment is installed"*.
So, does the airplane need to have an installed or portable oxygen system available so the candidate can demonstrate or simulate its use?

Answer:

It was never the intent of the FAA to have an applicant demonstrate using an oxygen system if the aircraft is not equipped with one, or require them to provide a portable system for the test. A correction to the Commercial Pilot – Airplane ACS will be made at the next revision.

Question:

Can a DPE continue testing the remaining ground portion elements if an applicant is found deficient earlier during the ground portion of a practical test?

Answer:

*It depends! Firstly, FAA policy unequivocally states that the applicant must pass the ground portion of the practical test before beginning the flight portion. Next, 14 CFR 61.43(e) states [in part] that "The examiner or the applicant **may** discontinue a practical test at any time ~ when the applicant fails one or more of the areas of operation". The use of the word "may" clearly implies that an option to "continue" exists. Both PTS and ACS includes statements that explicitly allows for a continuance, but only with the "consent" of the applicant. This also implies that upon determination of unsatisfactory performance, the evaluator must inform the applicant at that time. It should be noted that both the rule, and all FAA testing documents, **do not** delineate when the continuance option may be adopted (i.e. ground portion/ flight portion). So, why does it depend? First, when an applicant's knowledge does not meet FAA standards, then that would constitute unsatisfactory performance. Furthermore, FAA policy states, "If questions are consistently missed, or if the applicant gives confused or unrelated answers, the examination must be ended and a notice of disapproval issued." In this case, the deficiency of knowledge would likely affect and undermine the remaining elements of the test. Continuing the ground portion would therefore not be appropriate. However, if in the judgment of the evaluator, the applicant's knowledge deficiency is isolated to an element that would not impact the remaining portions of the ground evaluation, then it may be appropriate to continue. For an example, during an initial CFI practical test, if the applicant's knowledge is found to be unsatisfactory in an isolated element within Area of Operation I – Fundamentals of Instruction, it might be reasonable for an evaluator to continue testing unrelated Tasks contained in Area of Operation II – Technical Subject Areas (with the applicant's consent of course). However, an evaluator should never continue testing when an applicant repeatedly displays deficient knowledge in an effort to minimize the extent of a retest.*

In summary:
If, in the judgment of the evaluator, the applicant does not meet the standards for any Task, the applicant fails the Task and associated Area of Operation. The test is unsatisfactory, and the evaluator issues a Notice of Disapproval.
An evaluator must inform an applicant of unsatisfactory performance at the time when that determination is made. The evaluator may continue the test only with the consent of the applicant.
An applicant must pass the ground portion of the practical test before beginning the flight portion.
In the judgment of the evaluator, continuing to test remaining ground portion Tasks (after an applicant's knowledge is found to be unsatisfactory) depends on the impact of the deficient knowledge on the remaining ground portion elements. If questions are consistently missed, or if an applicant gives confused or unrelated answers, the examination must be ended and a notice of disapproval issued.

Question:

Is it appropriate for a DPE to incorporate *all* of the applicable knowledge and risks elements from the flight portion, and test them exclusively in the ground portion?

Answer:

No. During the ground and flight portion of the practical test, the FAA expects evaluators to assess the applicant's mastery of the topic in accordance with the level of learning most appropriate for the specified Task. The oral questioning will continue throughout the entire practical test. For some topics, the evaluator will ask the applicant to describe or explain. For other items, the evaluator will assess the applicant's understanding by providing a scenario that requires the applicant to appropriately apply and/or correlate knowledge, experience, and information to the circumstances of the given scenario. The flight portion of the practical test requires the applicant to demonstrate knowledge, risk management, flight proficiency, and operational skill in accordance with the ACS. As safety of flight conditions permit, the evaluator should use questions during flight to test knowledge and risk management elements not evident in the demonstrated skills.
However, in the judgment of the evaluator, it may be judicious to select certain knowledge and/or risk elements from a flight portion Task, and incorporate them within the ground portion. For an example, for safety reasons an evaluator might elect to test some of the knowledge and/or risk elements from Area of Operation IX – Emergency Operations, and/or, Area of Operation X - Multiengine Operations, during the ground portion.

Question:

What logbook endorsements are required for a part 141 graduate/applicant testing with an examiner?

Answer:

See Article on Page 7 in this issue.

Questions provided may have been modified for editorial purposes, but any alternations have not affected the context of the enquiry. Answers are provided by the respective policy owner (i.e. AFS-800 or AFS-600).

If you have a question your would like to submit for research and possible publication in our October issue of PEQ, Send to :
DesigneeSeminars@faa.gov

Subject Q&A. Copy Deadline is September 25, 2020.

From The Field

Letters From You

"Dear AFS-640
Is there such a thing as a 'Part 141 Endorsement' equal to those Part 61 endorsements found in AC 61-65?"

The Designee Standardization Branch recently received several inquiries concerning the validity of "Part 141 Logbook Endorsements". This raises the question; what logbook endorsements are in fact required for a Part 141 applicant testing with an Examiner? Accordingly, the following clarification is provided following coordination with the Airmen Training and Certification Branch (AFS-810).

"Part 141 Logbook Endorsements" are in fact misnomers. Although a student may train under Part 141, those graduates who undertake a practical test from a DPE test under 14 CFR Part 61 **and** in conjunction with the applicable testing document (i.e. ACS or PTS). The exception is for those Part 141 schools who possess Examining Authority. In those cases, the successful completion of their approved Part 141 course, to include the end-of-course test, would entitle those students to be issued a certificate or rating without taking a "practical test".

For schools without Examining Authority, the pilot school still issues a graduation certificate upon successful completion of an approved course (which is valid for 60 days). Provided the graduation certificate is valid, §61.71 states [in part] that a graduate is considered to have **met** the applicable *aeronautical experience requirements…of this part* (i.e. Part 61). Although §61.71 provides certain relief, the regulation does not specify any relief from applicable *practical test prerequisite* elements. Accordingly, §61.39 applies universally for an applicant to be eligible for a "practical test" for a certificate or rating issued under Part 61 (those defined in §61.5).

As previously mentioned, for those applicants testing with a DPE, the applicable testing document (ACS or PTS) governs and details the pertinent prerequisite and general eligibility requirements for a practical test. For example, in the Private Pilot ACS, Appendix 4 cites 14 CFR Part 61, sections §61.39(a) (1) through (7) **and** §61.103. Both of these regulations contain explicit references to required [logbook] endorsements, regardless of whether that person trained under Part 61 or Part 141. Additionally, AC 61-65H uses plain mandatory language citing required logbook endorsements. Paragraph 14.1 states: "*Endorsements. All applicants must have the required endorsements specified in part 61 for the aircraft category, class, and/or type rating. A graduate of a 14 CFR part 141 pilot school who takes the certification practical test with an examiner must have the endorsements required by § 61.39(a) to take the practical test."*

Finally, for all applicants (Part 61 and Part 141) a DPE is required to check the box on the Designated Examiner Report section on FAA Form 8710-1 confirming they have reviewed the "*applicant's pilot logbook and/or training record, and certify that the individual meets the applicable requirements of 14 CFR Part 61 for the certificate or rating sought.*"

Therefore, applicants with a valid Part 141 graduation certificate – who undertake a practical test from a DPE – are required to possess **all** applicable logbook endorsements that would be required for a Part 61 applicant.

This response was prepared following coordination with the Airmen Training and Certification Branch (AFS-810).

"The ATP ACS states that a missed approach must be accomplished with one engine inoperative (or simulated inoperative). The concern is that most, if not all, piston powered aircraft would not be able to achieve a positive climb rate, especially during high-density altitude operations."

Occasionally the FAA reviews subject matter that we know will be of particular interest to Designated Pilot Examiners (DPEs). Please put your thinking caps on for "One engine inoperative (OEI) Missed Approaches" as practiced and evaluated in a light twin piston engine aircraft.

The Airline Transport Pilot and Type Rating for Airplane Airman Certification Standards (ATP-ACS), FAA-S-ACS-11 (Change 1), contains additional information in Appendix 7, *Aircraft Equipment, and Operational Requirements & Limitations.* The sec-tion on Area of Operation VI—Instrument Procedures, Task I—Missed Approaches, states the following:

The applicant must perform two missed approaches with one being from a precision approach.

One complete published missed approach must be accomplished. Additionally, in multiengine airplanes, a missed approach must be accomplished with one engine inoperative (or simulated inoperative). The engine failure may be experienced any time prior to the initiation of the approach, during the approach, or during the transition to the transition to the missed approach attitude and configuration.

It is important to note that ACS design allows for a wide variety of possible scenarios for actual aircraft when used in a practical test including light twins. The ACS intent facilitates and allows for risk-based decision-making dependent upon the equipment used and local conditions during a practical test. The concept of a required ACS skill is not stand-alone; the examiner uses the ACS in conjunction with other guidance, airplane operating performance limitations, and ACS tasks and skills.

ATP ACS Appendix 6: Safety in Flight:

General

Safety of flight must be the prime consideration at all times. The evaluator, applicant, and crew must be constantly alert for other traffic. If performing aspects of a given maneuver, such as emergency procedures, would jeopardize safety, the evaluator will ask the applicant to simulate that portion of the maneuver.

When we reference the FAA Airplane Flying Handbook (AFH) (FAA-H-8083-3B) on this subject, we see clear guidance that emphasizes safety above all for light twins:

A single-engine go-around must be avoided. As a practical matter in single-engine approaches, once the airplane is on final approach with landing gear and flaps extended, it is committed to land on the intended runway, on another runway, a taxiway, or grassy infield. The light-twin does not have the performance to climb on one engine with landing gear and flaps extended. Considerable altitude is lost while maintaining VYSE and retracting landing gear and flaps. Losses of 500 feet or more are not unusual. If the landing gear has been lowered with an alternate means of extension, retraction may not be possible, virtually negating any climb capability.

The modern, well-equipped multiengine airplane can be remarkably capable under many circumstances. But, as with single-engine airplanes, it must be flown prudently by a current and competent pilot to achieve the highest possible level of safety.

The airplane manufacturer is the final authority on the operation of a particular make and model airplane. Flight instructors and students should use the Federal Aviation Administration's Approved Flight Manual (AFM) and/or the Pilot's Operating Handbook (POH) but realize that the airplane manufacturer's guidance and procedures take precedence.

In the case of a light-twin, considering the combined risks, DPEs might choose to use a scenario such as this one to mitigate risk and ensure safety for OEI missed approach evaluation:

> "For the practical test today we will accomplish one complete missed approach procedure, with both engines operating, at the decision altitude of ILS XYZ. In accordance with the ATP ACS, we will accomplish a second approach and missed approach. Expect the second event to occur with a simulated OEI. However, for safety, due to performance concerns and aircraft limitations, expect both the simulated engine failure and missed approach instruction at a higher, safer altitude on the RNAV XYZ approach. Any questions?"

The scenario is one way, but not the only way, to design an entirely acceptable plan of action that complies with airman certification standards requirements and mitigates risk during the OEI missed approach evaluation in a light twin aircraft. By planning the OEI missed approach procedure early during the final approach phase the DPE demonstrates their use of critical thinking and risk-based decision-making skills. The DPE analyzed various interrelated facts and determined the safest plan of action for a light twin OEI missed approach maneuver evaluation.

In conclusion, one engine inoperative missed approach procedures should always be conducted within the performance capabilities of the multiengine airplane used. All existing conditions should always be taken into consideration. FAA safety of flight guidance should always empower DPEs to utilize and develop scenarios that meet certification standards and requirements, yet still achieve the highest level of safety.

Safety in flight is everyone's top priority. Thank you.

Tim Hayward AFS-280

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