

June 22, 2021

Mr. Timothy R. Adams  
Acting Executive Director, Office of Rulemaking  
Designated Federal Official, Aviation Rulemaking Advisory Committee  
Federal Aviation Administration  
800 Independence Avenue, SW  
Washington, DC 20591

Via email: [Timothy.R.Adams@faa.gov](mailto:Timothy.R.Adams@faa.gov) and [9-awa-arac@faa.gov](mailto:9-awa-arac@faa.gov)

RE: Designated Pilot Examiner Reforms Working Group Final Recommendation Report

Dear Mr. Adams:

On June 17, 2021, the Aviation Rulemaking Advisory Committee (“ARAC”) voted unanimously to accept the Final Recommendation Report (“Report”), submitted by the Designated Pilot Examiner Reforms Working Group (“DPEWG”).

As you are aware, the work of the DPEWG is an important component to enhance aviation safety. ARAC would like to thank the Chair, Mr. Sean Elliott, the DPEWG members, subject-matter experts, and the Federal Aviation Administration (“FAA”) support team for their work and commitment to the development of this Report. Moreover, we appreciate the submission of such a detailed Report, outlining 12 recommendations, especially given the challenges of meeting in a virtual environment.

On behalf of the ARAC members, please accept the DPEWG’s Final Recommendation Report and submit to the relevant program offices for consideration and implementation. Please do not hesitate to contact me with any questions. Thank you very much.

Sincerely yours,



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ARAC Chair  
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## Aviation Rulemaking Advisory Committee

Designated Pilot Examiner Reforms Working Group

A REPORT FROM THE  
DESIGNATED PILOT EXAMINER REFORMS WORKING GROUP  
TO THE AVIATION RULEMAKING ADVISORY COMMITTEE

June 17, 2021

## LETTER TO AVIATION RULEMAKING ADVISORY COMMITTEE (ARAC) CHAIR

June, 17, 2021

Yvette A. Rose  
Chair, Aviation Rulemaking Advisory Committee  
Federal Aviation Administration  
800 Independence Avenue, SW  
Washington, DC 20591

Dear Ms. Rose,

On behalf of the Designated Pilot Examiner Reforms Working Group (DPERWG), we submit the following final recommendation report to the Aviation Rulemaking Advisory Committee (ARAC) for consideration and implementation.

The FAA and Aviation Industry have demonstrated its collaborative effort to improve the policies and procedures surrounding Designated Pilot Examiners (DPE) by establishing recommendations for improvements. These recommendations are based in the general theme of ensuring both an adequate number of designees as well as a high standard of quality.

Specific tasking included looking at the daily limit of number of check rides a designee can perform. In addition, the WG reviewed the benefits of eliminating geographic boundaries and serving as a DPE without regard to any individual managing office. Our findings on these issues are contained within.

As part of this effort, the group studied and focused on all elements surrounding Designee Selection (section 4.0), Designee Training and Mentorship (section 5.0), and Designee Deployment and Oversight (section 6.0) as a whole. Additionally, we have provided extensive details on the three categories of focus contained in the various appendices listed in the table of contents.

Collectively, we recommend and endorse the committee's transmittal of the DPERWG recommendations to the FAA for further review, incorporation, and execution. We are confident that, by doing so, the safety and quality of newly certificated airman will markedly improve.

Sincerely,

Sean Elliott  
DPERWG Chair

Jason Blair, Mark Dilullo, Christopher Cooper  
DPERWG Subgroup Leads

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## EXECUTIVE SUMMARY

Over the past 18 months, the DPERWG has been engaged in the development of recommendations to the ARAC on the most effective ways to identify areas of needed reform with respect to regulatory and policy changes necessary to ensure an adequate number of designated pilot examiners (DPE) are deployed and available to perform their duties to meet the growing public need. The members of the group were selected for their diverse background and expertise as DPEs across the country. Fixed wing, gliders, hot air balloons, rotorcraft, warbirds, large and small flight training operations, air carrier, and even an examiner with NVG experience make up the wide array of expertise within this group of volunteers.

### **Goal**

The DPERWG is making recommendations with respect to the regulatory and policy changes to allow a designated pilot examiner perform a daily limit of 3 new check rides with no limit for partial check rides and to serve as a designed pilot examiner without regard to any individual managing office.

The DPERWG is making recommendations regarding the selection, training, mentoring, deployment, and oversight of DPEs. The DPERWG has considered the role of potential qualitative and quantitative costs and benefits, including impacts to resources, of these recommendations compared to their alternatives.

The recommendation report has documented both majority and dissenting positions on the findings and the rationale for each position.

### **Strategy**

In order to develop the concepts surrounding the rationale for the recommendations, three sub groups were tasked with analysis of the following three key elements of DPE process:

1. DPE Selection Process
2. DPE Training Elements and Mentoring
3. DPE Deployment and Oversight

Upon completion of the concepts from the three subgroups, the full DPERWG developed the concepts into categorical recommendations complete with reference to ARAC tasking, KPI metrics for success, timeline, and continued monitoring plan.

The DPERWG is advocating for a continued role in the implementation of the recommendations as well as the monitoring of KPIs. A dashboard should be developed which reflects the status of each recommendation, measured success, and any modifications needed to ensure the final goal is met and the recommendation is closed out as complete. This process is similar to the process utilized by the GAJSC for the implementation of Safety Enhancements as created by the Safety Analysis team.

## 1.0 DESIGNATED PILOT EXAMINER REFORMS WORKING GROUP (DPERWG)

### 1.1 Formation of the Designated Pilot Examiner Reforms Working Group (DPERWG)

On October 5, 2018, Congress enacted the FAA Reauthorization Act of 2018 (P.L. 115-254). Section 319 (Designated Pilot Examiner Reforms) of P.L. 115-254 requires the Administrator assign to the Aviation Rulemaking Advisory Committee the task of reviewing all regulations and policies related to designated pilot examiners appointed under section 183.23 of title 14, Code of Federal Regulations.

On June 20, 2019, the FAA assigned this task to ARAC, which ARAC designated to the Designated Pilot Examiner Reforms Working Group.

The FAA announced the ARAC's acceptance of this task through a Notice on the ARAC website on June 20, 2019. This Notice described the task elements and solicited participants for the ARAC Designated Pilot Examiner Reforms Working Group (DPERWG). The FAA tasked the DPERWG to provide advice and recommendations to the ARAC on the most effective ways to identify areas of needed reform with respect to regulatory and policy changes necessary to ensure an adequate number of designated pilot examiners are deployed and available to perform their duties to meet the growing public need. The DPERWG reviewed relevant materials to assist in achieving their objective. The DPERWG was established and, under the leadership of industry chair representing the Experimental Aircraft Association (EAA), began its work in October 2019.

## 1.2 Membership of DPERWG

### **Members:**

<b>Member Name</b>	<b>Organization</b>	<b>Role</b>
Sean Elliott	EAA	Working Group Chair
Adam Barkley	Independent/FSANA Member	WG Member
Jason Blair	Independent/FSANA Member	WG Member
Paul Cairns	ERAU	WG Member
Lisa Campbell	FSANA Board member	WG Member
Chris Cooper	AOPA	WG Member
Mark Dilullo	Threshold Aviation Group	WG Member
Jon Dodd	CAPA	WG Member
Mark Ducorsky	Independent	WG Member
Dan Fluke	ALPA	WG Member
Jonathan Freye	NATA	WG Member
Stephen Gatlin	Pan Am International Flight Academy	WG Member
Zac Noble	HAI	WG Member
Randy Rowles	HAI	WG Member
David Sullivan	Independent	WG Member
Tim Tucker	Robinson Helicopter	WG Member

### **Other Participants/Subject Matter Experts:**

<b>Member Name</b>	<b>Organization</b>	<b>Role</b>
Maryanne DeMarco	CAPA	Observer
Lauren Haertlein	GAMA	Observer
Shawn Knickerbocker	Independent	Observer

### **FAA Support Team:**

<b>Member Name</b>	<b>Organization</b>	<b>Role</b>
Trey McClure	Federal Aviation Administration	FAA Lead
Robert Reckert	Federal Aviation Administration	FAA Sponsor
Bruce Rengstorf	Federal Aviation Administration	FAA Support
Jay Kitchens	Federal Aviation Administration	FAA Support
John Kovar	Federal Aviation Administration	FAA Support
Mallory Woodcock	Federal Aviation Administration	FAA Support
Susan Parson	Federal Aviation Administration	FAA Support
Thom Holden	Federal Aviation Administration	FAA Support

## 2.0 BACKGROUND

### 2.1 DPERWG Tasking

In response to P.L. 115-254, the Designated Pilot Examiner Reforms Working Group (DPERWG) will provide advice and recommendations to the ARAC on the most effective ways to identify areas of needed reform with respect to regulatory and policy changes necessary to ensure an adequate number of designated pilot examiners are deployed and available to perform their duties to meet the growing public need. The DPERWG should review any relevant materials to assist in achieving their objective.

1. The DPERWG will review all regulatory and policies related to designated pilot examiners appointed under 14 CFR 183.23. Specific areas include, but are not limited to, 14 CFR part 183, 14 CFR part 61, FAA Order 8900.1, FAA Order 8900.2, and FAA Order 8000.95.
2. The DPERWG will focus on the processes and requirements by which the FAA selects, trains, and deploys individuals as designated pilot examiners, and provide recommendations with respect to the regulatory and policy changes necessary to ensure an adequate number of designated pilot examiners are deployed and available to perform their duties.
3. In response to P.L. 115-254, the DPERWG will make recommendations with respect to the regulatory and policy changes if necessary to allow a designated pilot examiner perform a daily limit of 3 new check rides with no limit for partial check rides and to serve as a designated pilot examiner without regard to any individual managing office.
4. If the task could result in recommendations with substantive changes to policies and rulemaking, then the DPERWG will consider the role of potential qualitative and quantitative costs and benefits, including impacts to resources, of these recommendations compared to their alternatives. If available, the DPERWG should provide preliminary cost and benefit information in the report.
5. Develop a report containing recommendations on the findings and results of the tasks explained above.
  - a. The recommendation report should document both majority and dissenting positions on the findings and the rationale for each position.

- b. Any disagreements should be documented, including the rationale for each position and the reasons for the disagreement.
6. The DPERWG may be reinstated to assist the ARAC by responding to the FAA's questions or concerns after the recommendation report has been submitted.

## 2.2 Justification & Case for Change

Prior to the public health emergency created by COVID-19, there was a growing public need for available designated pilot examiners nationally to address the pilot shortage. To help the FAA achieve the desired future state, the DPERWG jointly identified areas of needed reform to address the need, then divided into sub-groups to analyze and compose recommendations. Looking at the entire DPE program, the DPERWG recognized that motivations for individuals eligible to be a DPE influence interest in becoming a DPE and the locale for those DPEs. In addition, the DPERWG recognized the current medical requirements for DPEs creates a barrier for DPE applicants to serve in a role that may not need a medical certificate, such as conduct the ground portion of the practical tests. In addition, changing the medical requirements to align with the regulatory requirements to exercise the privileges of the certificate being administered would increase available DPE resources to relieve the burden on the overall system, such as Sport Pilots operating under Basic Med requirements.

Recognizing there are many factors that must come together for a particular practical test to be successful, the DPERWG believes the current structure of conducting practical tests creates inefficiencies that cause back logs in the testing system that is outside of anyone's control. Items such as weather and maintenance may hinder the completion of an entire practical test, but provides opportunity to conduct ground portions or other tasks ahead of the flight portion to increase system efficiencies.

Much of the work conducted by the DPERWG utilized innovative measures not previously realized prior to the public health emergency. These lessons learned can add to efficiencies in the DPE system as we emerge from the pandemic.

DPE oversight is a concern identified by the DPERWG. Having a standardized national oversight model would address inconsistencies across the program and improve overall efficiency and DPE program health.

These identified programmatic areas contribute to certification service needs across DPE selection/appointment, training, deployment/oversight. Although COVID-19 slowed the pilot shortage, the concern is now coming back as strong as before. To continue to meet the industry demands, the reliance on the DPEs will continue to increase. The DPERWG doesn't want DPE availability to hold us back from achieving the pilot needs nationally. The FAA has made policy revisions since 2018 to provide timely certification services across the country and addressing these gaps identified by the DPERWG will assure we address the issues of today to meet the growing needs of the future.

### 2.2.1 Current State of Test Scheduling and Customer Experience

Individuals attempting to schedule a practical test with a DPE are experiencing different levels of customer wait time in scheduling the testing activity. Standardized customer service aspects are missing from the process as well. Given the costs associated with the testing activity, it is desirable to look at all aspects of the examiner program and determine how to align key elements with today's best practices in customer service and standardizing the testing experience.

### 2.2.2 Geographical Boundaries for DPEs

Prior to October 2018, DPEs were limited to conducting practical tests to inside their managing office's geographical boundaries, unless granted permission through a Memorandum of Understanding (MOU). These boundaries created unnecessary limitations for pilot applicants to available DPE resources. Once in possession of an MOU, DPEs were authorized to conduct practical tests in different district(s). However, the process for obtaining an MOU was administratively burdensome. More often, an applicant may have to travel to a DPE in another district. This placed additional costs on the applicant to travel to the DPE for testing.

FAA recognized geographic limitations contributed to increased difficulty in providing timely certification services across the country and exacerbate the pilot shortage that has resulted from a rapid expansion of the aviation industry. The FAA addressed this issue on October 2, 2018, with the publication of FAA Notice 8900.485 removing geographic limitations and other restrictions. Removing geographic limitations from all DPEs allows them to test anywhere within the United States, or its territories and possessions, without the need to

request permission from the offices involved. Additionally, DPEs are allowed to test any U.S. citizen outside of the United States without additional approvals from the managing office or International Field Office (IFO) for the country in which the test is to be conducted.

### 2.3 Constituencies Represented

In its tasking to the ARAC, the FAA stated that the DPERWG should be: *Comprised of technical experts having an interest in the assigned task. A working group member need not be a member representative of ARAC. The FAA would like a wide range of stakeholders to ensure all aspects of the tasks are considered in development of the recommendations.*

In response to the ARAC notice published on June 20, 2019, a number of individuals and organizations contacted the FAA to request participation on the DPERWG. The FAA selected its membership to comprise technical experts who could collectively represent all major sectors of the industry.

#### 2.3.1 Designated Pilot Examiners/Certified Flight Instructors (Fixed Wing, Rotorcraft, Sailplanes, Warbirds, Hot Air Balloons)

Designated Pilot Examiners (DPE) and Certified Flight Instructors (CFI) are clearly on the front lines of DPE activity. To benefit from the “real world” knowledge and expertise that DPEs and CFIs bring to this matter, the FAA selected a number of individuals with DPE and/or CFI qualifications with varying specialty experience to serve on the DPERWG. The DPERWG industry members include 7 DPEs and 15 CFIs.

#### 2.3.2 Aviation Academic Community

To ensure that the DPERWG’s recommendations address the testing needs of all aspects of the aviation industry, the FAA selected individuals who have academic as well as aviation credentials. In the course of completing the tasks assigned to the DPERWG, these members drew not only from their own expertise, but also from the knowledge of academic colleagues.

#### 2.3.3 Industry Advocacy Associations

Industry advocacy associations represent a large part of the GA community through each organization’s respective memberships. DPERWG members from

this sector consistently provided an economic and “end user” reality check. Representatives of General Aviation advocacy groups such as AOPA, EAA, ERAU, FSANA, HAI, Pan Am International Flight Academy, and Robinson Helicopter bring unique insights to the industry challenges to encourage the next generation of aviators, while ALPA, CAPA, NATA, Threshold Aviation Group recognize the industry demands for the future of commercial aviation, to include airline industry. These associations balance out the overall perspective and provide subject matter expertise that is as diverse as the associations themselves.

#### 2.3.4 Range of Training & Testing Environments

The DPERWG has members actively instructing and evaluating in both the 14 CFR part 61 and part 141 environments, and they bring a highly practical and pragmatic perspective to the work. In addition, members are experienced in current 14 CFR part 121, 135, and 142 training programs representing the full range of training environments and fully understand the looming shortage of qualified individuals in the testing role.

#### 2.3.5 FAA Subject Matter Experts

Implementation of the DPERWG's recommendations will require coordination with a large number of internal FAA stakeholders at virtually all levels of the agency. To help ensure that the agency has a full understanding of the DPERWG's work and the rationale for its recommendations, the FAA provided Subject Matter Experts (SME) from a number of policy divisions to support DPERWG meetings. FAA attendees included individuals from the Flight Standards Service (AFS) Director's office, the Regulatory Support Division (AFS-600), the General Aviation and Commercial Division (AFS-800), the Air Transportation Division (AFS-200), and the Civil Aviation Registry (AFB-700). FAA SMEs also included a representative from the Office of the Chief Counsel (AGC). In addition to learning from the DPERWG's discussions, FAA SMEs were available to provide agency perspectives and to answer questions that arose in connection with the development of the DPERWG's recommendations.

## 2.4 Methodology

### 2.4.1 Meetings & Telecoms

During the course of the DPERWG tasking, members held one face-to-face meeting in Washington, DC. Faced with the challenges of the public health emergency created by COVID-19 without the ability to hold further in-person meetings, the DPERWG embraced innovative measures to accomplish this important tasking by hosting monthly teleconferences to meet the original deadline with minimal delay. The subgroups, established to focus on the main points of the tasking, also held numerous teleconferences to develop recommendations outlined in the DPERWG Work Plan. The DPERWG's use of these technologies to overcome the challenges underscores many of the DPERWG's recommendations.

### 2.4.2 Work Plan

The DPERWG Work Plan tracked the five primary tasks assigned by the ARAC. In order to complete the tasks within the allocated timeframe, DPERWG members participated in multiple member-led subgroups to work on each deliverable and proposed process improvement. The DPERWG also used the subgroup structure to develop initial recommendations later discussed and refined by the membership as a whole.

The five primary tasks assigned to the DPERWG were divided and assigned to three subgroups as follows:

- DPE Selection
- DPE Training (to include DPE mentoring)
- DPE Deployment (to include oversight)

## 3.0 CURRENT DPE FRAMEWORK

### 3.1 Selection and Training of DPEs

Once the FAA establishes the need and ability to manage a designee, the selecting official can request a list of qualified applicants from Designee Management System (DMS). DMS will search active applications to identify potential candidates that most closely match the specified needs-criteria by the requesting FAA office. Once DMS has generated a list of applicant(s) based on

the search criteria, the selecting official may choose to review the applications prior to assigning personnel to evaluate the applicant's qualifications.

Once the selecting official determines which applicants will be evaluated for appointment, DMS will prompt the selecting official to assign personnel to conduct an evaluation of the applicant to ensure that all minimum qualifications have been met.

Before appointment, designee applicants must satisfactorily complete the initial training program for the designee type and authority for which they are being considered for appointment. The initial training will be conducted by online web-based training, face-to-face classroom training, or both depending on the authorized functions the prospective DPEs are seeking. Prospective DPEs can register for training through the Designee Registration System (DRS).

Once a DPE is appointed, attendance and successful completion of a recurrent training seminar is due on an established seminar interval based on the completion date of the initial standardization seminar or the most recent recurrent seminar, required of that specific designation type or authorization.

For DPEs, Admin PEs, and SAEs, it should be noted that different authorizations may require different recurrent training, and those recurrent training intervals are not required to be on the same schedule. The DPE will receive a completion certificate, for initial and recurrent training, after satisfactorily completing all required practical application workshop (PAW) exercises and assignments, or by achieving at least a 70 percent on the post-course test, as appropriate.

## 3.2 Deployment of DPE Resources

### 3.2.1 Oversight of DPE Work

A primary responsibility of the FAA is to promote safety through systematic oversight of industry stakeholders, including DPE. Information generated from oversight programs permits the FAA to identify safety hazards, mitigate risks, and enhance aviation safety. In order for oversight programs to be effective, they must be carefully planned and executed during the conduct of specific inspection activities.

The objective of an oversight program is to ensure that the designee performs to the standards and expectations set forth by the FAA in its policies and regulations. Oversight is not merely an isolated event or series of activities. Oversight results should be considered in total to provide a high-level perspective of a designee's performance over time. FAA Managing Specialists have regulatory oversight responsibility of designees and must monitor them to ensure that they continue to meet the requirements of their designations.

The FAA uses DMS to record the outcomes of oversight activities for a DPE which may vary depending on the designee type. By documenting oversight activity in DMS, the FAA can make an overall assessment of the DPE's performance. For many of the oversight activities, the managing specialist should use the following performance measures to determine designee performance:

- (1) Technical. The DPE demonstrates sufficient knowledge, skill, and ability to conduct authorized tasks within established guidance and standards. The designee ensures current version of guidance and standards before using expert level of knowledge and skill, understands and uses appropriate terminology, uses the correct equipment, applies appropriate standards, and accurately interprets results.
- (2) Procedural. The DPE demonstrates the ability to complete administrative functions correctly. The designee accurately completes and issues appropriate documentation, submits required data, follows established procedures, and complies with all regulations, orders, and directives.
- (3) Professional. The DPE conducts activities in an ethical, courteous, and conscientious manner reflecting highly on the Administrator. The designee presents a cooperative attitude and demonstrates integrity, tact, and diplomacy when dealing with industry and the FAA. The designee communicates effectively in a manner that reflects positively on the FAA, both orally and written.

DMS allows managing specialists to schedule an oversight activity using risk management principles when planning oversight. The DPEs previous oversight

outcomes as well as current activities, records, and policy as part of the planning process.

Based on an analysis of the information above and considering risk-based elements, the managing specialist selects an overall performance rating (Satisfactory, Unsatisfactory, or Needs Improvement) and any follow up actions, if required.

Depending on the issues involved, additional follow up or oversight may be needed to ensure that the deficiency has been corrected. The intent of the follow up action is to correct the deficiency using the most appropriate method. The following options are available to provide support for designee management; counseling and additional training.

### 3.3 Charter Tasking for Geographic Boundaries

As part of the tasking of the FAA Reauthorization Act of 2018 (P.L 115-254), Section 319 (Designated Pilot Examiner Reforms) of P.L. 115-254 requires the: *Committee also shall make recommendations with respect to the regulatory and policy changes if necessary to allow a designated pilot examiner to serve as a designated pilot examiner without regard to any individual managing office.*

Prior to October 2018, DPEs were limited to conducting practical tests within their managing office's geographical boundaries, unless granted permission through a Memorandum of Understanding (MOU). These boundaries created unnecessary limitations for pilot applicants to available DPE resources. Once in possession of an MOU, DPEs were authorized to conduct practical tests in different district(s). However, the process for obtaining an MOU was administratively burdensome. More often, an applicant may have to travel to a DPE in another district. This placed additional costs on the applicant to travel to the DPE for testing.

FAA recognized geographic limitations contributed to increased difficulty in providing timely certification services across the country and exacerbate the pilot shortage that has resulted from a rapid expansion of the aviation industry. The FAA addressed this tasking on October 2, 2018, with the publication of FAA Notice 8900.485 removing geographic limitations and other restrictions. Removing geographic limitations from all DPEs allowed them to test anywhere

within the United States, or its territories and possessions, without the need to request permission from the offices involved. Additionally, DPEs are allowed to test any U.S. citizen outside of the United States without additional approvals from the managing office or International Field Office (IFO) for the country in which the test is to be conducted.

The designee management policy was revised to reflect this change. Although this policy change was made in October 2018, the DPERWG incorporated the task in its recommendations.

### 3.4 Charter Tasking for Number of Tests Conducted in a Single Day

As part of the tasking of the FAA Reauthorization Act of 2018 (P.L 115-254). Section 319 (Designated Pilot Examiner Reforms) of P.L. 115-254 requires the: *The Committee also shall make recommendations with respect to the regulatory and policy changes if necessary to allow a designated pilot examiner perform a daily limit of 3 new check rides with no limit for partial check rides...*

Prior to October 2018, DPEs were limited to two “full” practical tests (consisting of ground and flight portions), in a given day. In addition, only one practical test could be conducted in a given day, if it was for the initial issuance of a Certified Flight Instructor certificate. Partial tests factored equally into this ratio without consideration to its time requirements or complexity. DPEs could seek approval from their managing specialist to conduct partial tests in addition to full tests.

The FAA addressed this tasking on October 2, 2018, with the publication of FAA Notice 8900.485 removing geographic limitations and other restrictions.

Managing offices notified DPEs that they are allowed to conduct up to three tests per day without additional approval and that there will be no limit on the number of retests that can be conducted per day. Initial tests, discontinuances, and continuations are all considered practical tests. There is no limit to the number of administrative applications a DPE may process in a calendar-day.

The designee management policy was revised to reflect this change. Although this policy change was made in October 2018, the DPERWG incorporated the task in its recommendations.

## 4.0 RECOMMENDATIONS FOR SELECTION OF FUTURE DPE CANDIDATES

### 4.1 Recommendation #1:

Establishment of a Standardized and Structured Flow for DPE Selection.

#### Concept Summary:

A modernized and nationally standardized selection flow is recommended to be implemented to the initial selection of DPEs. The goal of the recommended selection process flow is developed to ensure base qualification of an applicant along with efficient use of FAA staff in review of interested candidates to ensure they will be likely to meet standards and ability to serve before expending valuable FAA staff time in review of a potential applicant for service as a DPE. The DPERWG considered past selection criteria, evaluated desired best qualifications and service potential for candidates, and how best to ascertain initial applicability of potential DPE qualifications for appropriateness of service in the role of a designee responsible for airman certification efforts as designated by the FAA. It is with these approaches that the DPERWG derived its recommendations.

A general flow of the selection process for a DPE to be initially designated would include base criteria, an additional matrix of differentiating criteria and interview process, and finally a recommendation for training and on boarding for qualified individuals.

#### Selection Flow Phases Recommended:

Specifically, the following flow of selection processes is recommended by the DPERWG:

1. Applicant must meet the base criteria for general selection.
2. Applicant must complete a DPE knowledge test with a passing score.
3. Applicant must complete a flight proficiency check with an FAA inspector or Designee specific to serve as a DPE within 6 months prior to application.
4. Applicant submits an application that is reviewed by a designated FAA staff member to verify that all base qualifications are met.
5. Application reviewer, if applicant meets all qualifications, assigns the applicant an interview panel who will interview and evaluate additional qualifications in an established matrix of additional experience that will further determine the ability and willingness of the applicant to serve effectively as a DPE. This part of the selection process is intended to

differentiate minimally from greater qualified applicants when selection is based on a limited need for overall numbers of DPEs. This panel will then recommend or decline invitation to attend initial DPE training for the applicant.

6. Applicant will attend and pass initial DPE training with the FAA.
7. Applicant conducts an overseen practical test with an FAA designated party.
8. Final Designation is granted after successful oversight. If needed, multiple oversights for training purposes may be conducted.

The recommended selection flow was contemplated to include review of a DPE candidate's application package with representatives who would interview and evaluate the candidate from a local FAA office, a national team member from the FAA's Regulatory Support Division, and a senior mentor DPE providing service in the review process. This differs from the current local FAA staff member focused selection process and offers a lesser potential for local favoritism while at the same time contemplating a national approach and need of DPE candidates. It is also designed to help bolster the probability of consistency of testing throughout the system.

The effort was conducted in a manner that is focused on providing more efficient, more effective, and more consistent delivery of testing services to the airmen community for the FAA. Through the selection of properly qualified individuals, training can then be more effective. By selecting individuals for designation as DPEs who are highly qualified and capable of delivering the desired services, the DPERWG believes that the FAA will see an increase in service efficiency and thus reduce the need for additional FAA support, increasing efficiency. A robust selection process at the beginning of the designation process will more effectively attract and select high-quality service providers.

More detail on parts of the selection process to include details of how the interview process, potential job aid samples that could be used in the review of an applicant's package would be conducted can be found in Appendix B - SELECTION MATRIX TOOL EXAMPLE

#### 4.1.1 Knowledge Test and Flight Proficiency Evaluation

##### Implementation of a Knowledge Test

As a part of an application package an applicant must submit a copy of a passing score for an established FAA DPE pre-selection knowledge test. This test is imagined to be administered in the same manner as other FAA knowledge tests. It is not anticipated that any “sign off” would be required, but it would be up to a potential applicant to choose to take the test when they felt ready. The test would be developed from the established FAA knowledge test databases and would select broad general category considerations for content. This test could be automatically generated from a general coded test map of subject areas. The knowledge test should be aircraft category specific to the initial designation sought. This test might include a mix of questions from the private level, the commercial level, and the appropriate CFI level test banks for the DPE candidate. As a discriminator, an applicant should not be able to “test until they pass” on this knowledge test. A determined recommendation was made that if an applicant failed the DPE pre-selection knowledge test, they could retest one time. If the test was failed two times, an individual desiring to make an application must wait 12 calendar months to retest. This test would be a pre-qualifying event that would be required to be completed and results included in the initial application package.

It is anticipated that this DPE knowledge test would be a requirement for an applicant seeking to take the Initial DPE training course offered by the FAA. This would serve to qualify the participants who sign up for that course.

#### DPE Flight Proficiency Demonstration

An applicant shall complete a flight safety and proficiency demonstration inclusive of a selection of representative maneuvers from the PTS/ACS for the category and class of aircraft which the applicant is seeking designation. In addition, current data shows Loss of Control Inflight is the leading cause of fatal aircraft accidents. The DPE Flight Evaluation should include emphasis on Upset and Stall Recovery (UPRT) training to ensure a safe and competent DPE cadre who can in turn carry that forward to future practical test applicants. Separate tasks would be required if instrument privileges are also requested as noted on the form.

This evaluation is intended to serve as a general demonstration of currency and proficiency conducted by a potential future peer DPE or FAA inspector to ensure basic airmanship prior to interview and expending additional selection efforts. This gate shall not be a failure possible event, it is not a practical test, but a general verification of proficiency and safety mindset.

A specific proficiency evaluation form shall be developed and would be completed by the reviewing FAA Inspector or DPE and signed upon completion.

A draft form has been provided that might serve as a basis for this proficiency evaluation that would be utilized in this process for consideration and future modification for implementation. This proficiency demonstration would be a prerequisite item for completion, the results of which would be included, prior to consideration as a designated pilot examiner. The provided form (Appendix B) is a demonstration of concept of what might be included in a demonstration of proficiency. It is anticipated that specific forms might be needed for each specific category and/or class of aircraft in which a DPE candidate may seek designation. Further development of those specific forms is anticipated to be completed by a subject matter expert team for final implementation. It is anticipated there will be certain mandatory maneuvers or abilities to be demonstrated. It is further anticipated that the DPE candidate would serve as pilot in command of such a flight.

#### 4.1.2 Base Criteria

In development of the flow of selection criteria process for a DPE candidate, the DPERWG reviewed current base criteria for DPEs and leveraged current standards and expectations along with recommending enhanced base criteria focused on ensuring applicants will meet standards that are likely to ensure requisite experience and skill to be of good service as a DPE after training is completed.

#### 4.2 Recommendation #2:

Implementation of an Updated and Enhanced Base Criteria Set.

##### Concept Summary:

While current standards address many important areas of focus for examiner qualification, the DPERWG members identified some areas of expansion, re-implementation, and enhancement that are believed would increase the probability that a selected DPE candidate will successfully get through training and entry to service as a DPE.

The DPERWG recommends review of current hours experience requirements for DPE candidates for both PIC and instructional experience along with

certification minimums. Some additional recommendations are made with respect to specific experience in category and/or class of aircraft in which a DPE will provide testing service.

Base criteria recommendations that differ from current policy include the following:

- Re-Implementation of a Knowledge Test specific to DPE knowledge (as a pre-application qualification event);
- Implementation of a DPE Flight Proficiency Demonstration (as a pre-application qualification event); and
- Implementation of enhance DPE experience requirements for service in additional categories and/or classes of aircraft or when seeking to provide testing for some advanced ratings such as the CFI certificate.

These recommendations are made to further check and ensure DPE proficiency and experience for the areas of testing and the types of aircraft for which they will provide testing services.

A full detail of the recommendations in detail in these areas can be found in Appendix A - BASE CRITERIA FOR SELECTION PROCESS

#### 4.2.1 Selection Matrix

The DPERWG recommended a matrix of experience be considered in evaluation of an applicant.

The desired outcome of this recommended change is to develop future DPE candidates that have greater breadth of experience, have engaged with industry training efforts or safety promotion beyond basic service as a professional pilot or flight instructor. By evaluating industry involvement, promoting DPE candidates who have separated themselves in the industry as promoters of safety and have sought further personal development as a pilot in their own knowledge and skill. It is believed that these candidates will be of greater skill and knowledge to serve in evaluative roles as DPEs.

Positive effects of this proposed change could be measure by evaluating if candidates are identified to have greater breadth of experience or if candidates actively work to improve their knowledge and skill through industry experience, engagement, and promotion of safety in an effort to qualify in the future as a high quality candidate for DPE selection.

This matrix based evaluation process could more globally evaluate whether a potential candidate will provide good service based on their overall activities, service, and history in the aviation industry.

## 5.0 RECOMMENDATIONS FOR DPE TRAINING AND MENTORSHIP

The DPERWG focused on Training and Mentorship having reviewed all aspects of the current state of training for DPEs. It was found that, with recent policy changes and training course curriculum improvements, the training program as it exists today is tactically very effective. The following recommendations are more strategic in nature and focuses on higher level improvements that will round out the support/tooling for overall improvement of the training process as a whole.

### 5.1 Recommendation #3:

Development of FAA-Issued, Standardized tooling to promote efficiency and accuracy in the DPE process.

#### Concept Summary:

The DPERWG recommends IACRA or another FAA sanctioned program would be employed in order to create a cradle-to-grave training record for a pilot applicant and will 'green light' that applicant upon completion of all prerequisites for a practical test. This will greatly assist in the audit process and will create great efficiencies in conducting practical test. Additionally, based on required maneuvers for the rating applied, a practical test plan of action is recommended; this will reduce omission errors. It will also generate standardized reports for documents such as Notices of Disapproval or Discontinuances by properly documenting satisfactory and unsatisfactory performance. These reports are traditionally not standardized and are open to interpretation DPES, creating further issues of omission during retests. See Appendix G for a conceptual view of this product.

## 5.2 Recommendation #4:

Deploy an automated survey system to more quickly and accurately track DPE performance and merit.

### Concept Summary:

A new survey system is envisioned to reach all applicants taking practical tests in order to oversee strong-points and weak-points in the DPE process. The purpose of this survey will be to bring betterment to the Airman Certification process. This does not replace or compete with any other applicant contact efforts currently utilized by the FAA. All of the data necessary to contact every applicant is available and captured directly in IACRA. This system should be automated to provide a survey to each applicant at the closure of an application. An automated system will reduce burden on the FAA and will allow a large survey group to be reviewed. Many surveys can be reviewed by the FAA at various levels efficiently and can provide expeditious feedback. Unprofessional behaviors, nonstandard procedures, and “bad actors” can be found more efficiently and appropriate intervention can be executed quickly. Upon reaching a certain threshold of negative remarks, an in-depth interview, more akin to one conducted currently, can be employed to investigate specific instances of unfavorable behavior by a DPE.

Feedback can include parameters such as: [Type of Check Conducted, Activity Time Spent, DPE Behavior, Facility Condition, ATC Performance (Approach Sequencing, etc.), Did the DPE teach? (Should be no), DPE Feedback during debrief, other items.] Scoring parameters could flag and alert the Managing Specialist for intervention if necessary.

It is envisioned that the FAA will construct questions in a form and manner that will illicit information necessary to ensure standards, process, and quality of Practical Tests are maintained. The collected data should be available in privileged format to be used by FAA. Additionally, the information should be available in a non-privileged format that will allow any person access to the information. DPEs should be trained on the content of the survey and to encourage applicant participation.

### 5.3 Recommendation #5:

Reduce Inconsistencies in Designee Guidance.

#### Concept Summary:

The current system for DPEs has certain allowances for certain types of DPEs and Specialty Aircraft Examiners (SAEs) which allow greater flexibility and improve the DPEs capabilities as a resource. DPEs have the ability to provide initial type rating practical tests, or alternatively, may also serve as Pilot Proficiency Examiners (PPEs). For those instances where the DPE maintains multiple aircraft authorizations, the DPE may find it difficult to maintain all forms of currency in every aircraft type. There are provisions for examiners classified as Specialty Aircraft Examiners that allow checks to be conducted without the SAE having a type rating in that aircraft. DPE guidance needs to be updated to ensure continuity for all examiners, and applicable SAE benefits should be considered for extension to the all DPEs.

### 5.4 Recommendation #6:

Allow DPEs with Medical Disqualifications to Perform Non Flight Practical Tests.

#### Concept Summary:

A program is envisioned that would allow otherwise qualified DPEs to continue providing services. Improving efficiency in the DPE process and allowing the FAA to continue utilizing their experience would optimize scheduling opportunities for applicants. This program would also allow retention of DPEs in the event they encounter circumstances that would normally cause suspension from work, such as a medical disqualifying event. It is envisioned that this system would be embraced system-wide in order for offices to employ it and meet efficiency standards, and that the public is timely, efficiently, and adequately served. DPEs would receive training that allows them to operate compliantly within this recommendation.

Implement a program that would allow DPEs to provide ground only or flight only practical tests for the purposes of allowing the FAA to continue utilizing a valuable DPE resource, in addition to continuing to provide a level of service that the public expects of examiners.

## 5.5 Recommendation #7:

Apply ATP Segmented Examination Concept to Differentiate Between Ground and Flight Testing for All Practical Test Scheduling

### Concept Summary:

Implement new guidance that would allow DPEs to schedule either Ground-only or Flight-only practical tests. ATP-based events are already considered to be two separate activities, and this concept is supported by the Recommendation #12 of changing each ground or flight into a separate “event.” Extending this “segmented examination” concept to all Practical Tests allows for more effective use of resources when a cancellation may be imminent (i.e., aircraft maintenance, weather, timing, etc.). Optimizing the scheduling of practical tests has a direct benefit on the quantity of tests that can be provided, while maintaining quality. This concept will directly support Recommendation #6 and will allow DPEs that have a non-punitive disqualification (medical or otherwise) to continue providing services.

Through this recommendation, a rule-change must be implemented to allow the flexibility to begin a practical test without the intent to finish; i.e., to allow separate scheduling of a ground exam and a flight exam in order to accomplish the required practical test “event.”

## 6.0 RECOMMENDATIONS FOR DEPLOYMENT AND OVERSIGHT OF WORK FORCE

### 6.1 Recommendation #8:

#### Develop a Formal Mentorship Program.

Develop and implement a formal mentorship program utilizing experienced DPEs to serve as a resource for FAA. This program would benefit all DPEs, especially newly designated DPEs. This will lower the time burden on FAA and will create a well-trained and standardized designee group for the benefit of the applicant and FAA.

### Concept Summary:

An important way to improve the availability, standardization and quality of the DPE program is to increase the efficiency throughout the DPE system.

A mentorship program that takes advantage of a large untapped resource, highly experienced DPEs, and uses that resource in a formal, specific process, will bring increased efficiency. FAA workload will be reduced, testing quality enhanced, and applicant satisfaction improved. New and less experienced DPEs will have the opportunity to improve their institutional knowledge and standardization. Experienced DPEs will have an opportunity to give back to the aviation community and to share their knowledge.

To execute this recommendation, the DPERWG recommends the FAA develop an Advisory Circular (AC), in partnership with industry that contains the desired outcomes outlined in this report and lays out the structure, terminology and responsibilities of the mentorship program. The AC should provide the overall guidelines where individual FAA offices can tailor the program to fit their local and, perhaps, changing needs. This should also leverage the FAA WINGS Pilot Proficiency program to ensure adequate DPE availability and knowledge. Once the AC has been published and the program publicized through the DPE community, FAA offices can establish their programs.

See Appendix I for further explanation and description of a mentorship program that can increase efficiency, standardization, and safety. See Appendix E for further explanation and description of how the FAA can leverage the FAA WINGS Pilot Proficiency program to benefit the deployment and oversight of DPEs.

This recommendation is not expected to result in significant costs as mentors and mentees will serve on a voluntary basis. The time and effort to establish and implement a formal mentor program will likely require focused attention by current FAA workforce on the front end but will then require more routine oversight. This recommendation will result in a benefit of reduced time FAA is required to perform administrative actions that can be more effectively handled by mentors. In the long term, continued improvements and efficiencies will result in added benefits of the program.

The recognition of mentorship relationships can begin immediately, and the FAA can support this publicly through its guidance. To support the long-term success of a mentor program, it is recognized that a formal program must be established. While this effort will likely take more than a year, we recommend the FAA provide a roadmap of their proposal of a mentorship program in the

short term and to allow for industry feedback. This recommendation does not require rulemaking and has broad support among both industry and the FAA.

## 6.2 Recommendation #9:

Develop and implement a national level oversight structure that focuses on the selection, training, deployment, and oversight of DPEs.

### Concept Summary:

Standardization, consistency, transparency, and fairness are integral outcomes for the safe and efficient deployment and oversight of DPEs. These outcomes can only be met when the entire DPE system works together, but the execution of selection, training, and deployment of DPEs lie with the FAA. With the current structure, much of the selection, training, and deployment of DPEs is executed at the local FSDO level. Placing these responsibilities on each of the 80+ FSDOs provides the flexibility and local knowledge that may not be relevant in other regions.

However, the DPERWG has professional experience and knowledge to indicate that there are many inconsistencies in the application of policy and regulations, lack of standardization, and lack of awareness between FSDOs that complicate the selection, training, and standardization of DPEs. The DPERWG believes the best way to improve these challenges is to establish a national oversight structure, with industry input, to be established within the FAA and composed of FAA staff.

The DPERWG recommends the FAA establish a national oversight structure that will improve lines of communication between designees and their MS, implement programs to improve MS knowledge and experience (especially in the low volume/density/specialty categories), expand the applicability of ODA, provide flexible and consistent approvals of segmented examination requests, allow for observations of the oral examination by flight instructors, panel reviews of “for cause” terminations, and leveraging technology to ensure efficient and accurate entries into IACRA. Doing so, will ensure increased standardization, consistency, transparency, and fairness in the selection, training, and deployment of DPEs. See Appendix L for further descriptions of the desired outcomes of a national oversight structure.

This recommendation is not expected to result in significant costs as implementation would likely not require a significant increase in FAA workforce. This recommendation will result in improved efficiency, standardization, and transparency in the selection, training, deployment, and oversight of DPEs.

The DPERWG asks the FAA to determine the structure and staffing needed (including the challenges, limitations, and timeline) to completely implement this recommendation, within one year of submission of this report. The FAA should consider sharing the report with industry to received feedback.

### 6.3 Recommendation #10:

Improve, Enhance, and Promote the FAA Designee Locator.

Improve, enhance, and promote the FAA's Designee Locator to provide an accurate and centralized platform for all available and current DPEs by category, locations, etc. that all stakeholders and FAA can utilize.\

Concept Summary:

The current DPE locator requires applicants and CFIs to search based on few criteria with a limited interface. Results post based on a location which may or may not be the correct selection for a given applicant. DPE availability is not factored in and may result in a list difficult to navigate, increasing the applicants search and resulting in lost system-wide FAA designee resources.

The DPERWG recommends the FAA develop an enhanced DPE locator that provides accurate up-to-date information for the FAA and pilot community to include the DPE's location and proper contact information. DPE credentials, aircraft qualifications, and availability should be quickly referenced by an applicant to enhance the deployment and efficiency for FAA practical tests. DPE contact information, aircraft qualifications, and schedule, should be made available to third parties (e.g., API) to build a new "user friendly" search interface in coordination with the FAA.

A successful DPE locator will result in more efficient deployment of FAA practical test resources, shortening the search, contact, and scheduling between an applicant and the DPE. Applicants will have quick reference to their nearest, available, and qualified DPE for the test sought. The FAA will maintain awareness

at the local FSDO level to ensure a "reasonable" number of days between when an applicant makes initial contact for scheduling and eventual practical test with a DPE. This will ensure local FSDO DPE Managing Specialists can maintain and increase designee authorizations (Category/Class/Type) based on geographic need.

This recommendation will result in improved efficiency, deployment, and oversight of DPEs in rather short order once fully implemented. The ability to gather additional data should be leveraged for longer term analysis for deployment and oversight responsibilities.

#### 6.4 Recommendation #11:

Allow Equivalent Pilot-In-Command Medical Requirements for DPEs.

Designees should be allowed to perform examinations with an equivalent level of medical certification that would be necessary for that designee to act as PIC of that aircraft (i.e., If you can act as PIC in the aircraft, then you should be qualified as an examiner (medically)).

##### Concept Summary:

With the continued aging of the DPE population, there have been several instances of examiners retiring or terminating due to issues obtaining appropriate medical certification. Examiners are presently required to maintain the appropriate medical certification for the performance of pilot in command responsibilities, despite being discouraged while conducting an evaluation flight. Consideration needs to be given to expansion of BasicMed parameters to allow examiners, who may not necessarily be able to presently obtain a Class II medical, to continue conducting evaluations.

It should be noted that a flight instructor, under current regulations, does not need to have a current flight physical in order to perform duties as a CFI. This "common-sense" approach needs to be carried over to the examiner corps as well.

The FAA, perhaps under the auspices of CAMI, should conduct a top-down review of policies and guidance relating to medical qualifications via-a-vis individual appointments/designations, and ensure that the guidance is synchronized. At the present time, there are a number of conflicting statements

found among the many orders and documents relating to examiner functions and authorizations; these issues need to be resolved and clarified.

The DPERWG recognizes some of the challenges with this recommendation, such as:

- a. There are both statutory and regulatory limitations regarding safety pilot and designee medical requirements (e.g., 14 CFR 61.23(3)). Rulemaking may be a significant barrier. However, the DPERWG supports efforts to use this proposal with other germane policy and regulatory changes to support the recommendation.
- b. A change in medical requirements may impact other operations and the creation of potentially unintended consequences.
- c. A minimum of a third class medical could ensure the FAA a “return on investment” from the examiner.

It may be productive for the FAA to consider a similar review of medical requirements for Aviation Safety Inspectors as well, to ensure that the same scenario; i.e., conflicting guidance, does not exist.

The DPERWG believes that an acceptable level of implementation will be achieved when:

- a. There is a measurable increase in the availability of DPE, particularly in the low density/low volume and specialty examination areas. These areas, by their very nature, tend to skew more towards a demographic that experiences issues with the issuance of a medical certificate. Because of the small size of the group, the loss of a very small number of examiners has a significant impact on the group as a whole.
- b. There is a decrease in the turnover and training costs associated with long term retention of experienced designees. The loss of a DPE due to medical reasons represents a prior investment of time and resources by the FAA. The retention of an examiner who is otherwise qualified alleviates the resource demands incurred with the train up and integration of newly appointed individuals, as well as retaining the experiential base of the examiner.

While this recommendation may require significant hours of FAA workforce time to change current regulatory requirements, the added flexibility to allow senior and experienced DPEs to continue providing examinations will result in less time to train new DPEs and increased return on DPE investment.

Although this recommendation would require rulemaking (14 CFR 61.23), the FAA should consider petitions for exemption and deviation as a short-term solution, that can maintain an equivalent level of safety. This can allow the FAA to begin data collection and analysis on the safety and increased efficiency of implementing this recommendation.

#### 6.5 Recommendation #12:

##### Categorize and Limit Examinations to Six Testing Events per Day.

Due to safety and quality concerns, a DPE should be limited to complete six activities per day

##### Concept Summary:

This recommendation touches on two significant issues: safety and utilization. The FAA wants to ensure the right balance of DPEs to the pilot community's demand for examinations, while ensuring DPEs are not compromising safety and quality by attempting to complete an unreasonable amount of examinations in a single day. According to the FAA, about 600 of 900+ DPE do an activity in any two week period. However, determining utilization (ROI) through DMS is very subjective. For example, low activity for low density designees does not necessarily mean low utilization, but the same number may not be the same to determine a ROI/utilization for other categories of higher density designees. In short, it's very difficult to put a number for a required amount of activities that may need to be completed (type of DPE, geography, etc.).

In addition to this, it is difficult to determine what an appropriate number of examinations that can be performed in a day due to the varying length of examinations due to the type and unique circumstances of each examination. It is the DPERWG understanding that the FAA does not currently have data on the average length of the various types of examinations. However, it is recommended the FAA complete either a survey or other analysis to determine this information to provide further information on an appropriate number of examinations that would be reasonable to complete per day.

In the interim, the DPERWG recommends that the ground and flight be considered separate “activities.” Additionally, consideration for DPEs and applicants to be able to mutually agree to continue a practical test if a ground failure item has occurred. In this spirit, allowance of the DPE and the applicant to continue on to the practical flight test (if both parties agree) after a failure of a ground item will enable an efficiency improvement as well. A recent survey of stakeholders showed a reasonable interest in enabling the continuation of the practical test after a particular task has been failed. This practice will align with the clear separation of ground and flight. Doing so will allow for flexibility and added utilization of DPEs for situations such as discontinuances and re-tests. While at the same time, maintain the spirit of the current policy of no more than 3 full examinations per day.

Finally, the DPERWG believes that although a DPE could complete a certain number of activities per day this does not mean it is a good idea to do so. Good judgement and decision making should always be exercised by DPEs, considering the totality of the circumstances, when considering the number of activities to be completed in a day. Six activities should not be considered the standard, nor the minimum.

It is anticipated some costs might be incurred due to potential changes in data gathering needs and capabilities (e.g., IACRA, DMS) to meet this recommendation. However, when fully completed and implemented, it is expected to experience increased benefits of efficiency, flexibility, and safety, in rather short order. The ability to gather additional data should be leveraged for longer term analysis for deployment and oversight responsibilities.

## 7.0 MISCELLANEOUS EMPHASIS ITEMS

### 7.1 Emphasis Item #1: Industry Based Code of Conduct

FAA Policy can reference or suggest the benefits associated with an industry developed Code of Conduct. Many professions reference and rely on guiding principles such as Codes of Conduct to ensure a quality approach the conduct of regular activity by the principle experts charged with providing the service or skills. Emphasis of a code of conduct only adds to the professionalism of the community and ensures a level of standardization exists in the desired behaviors

of the individuals. An example of an industry developed Code of Conduct for DPEs is shown in Appendix J.

## 8.0 CONCLUSION

DPEs are vital to the overall Airman Certification process and these recommendations represent reform that will enable the current cadre of DPEs to continue to provide both expertise and a level of safety assurance for GA. The work done in developing these recommendations represent not only improvements to current state aspects but also future long term development of the resource as a whole. The FAA, aviation community stakeholders, and the public have a compelling interest in a DPE community that provide an accurate and meaningful assessment of an applicant's fitness to operate safely in the National Airspace System.

This DPERWG began its efforts with a holistic approach and identified the entire system of selection, training/mentoring, and deployment/oversight as relevant in needing evaluation for improvements. All participants were encouraged to "think with a clean sheet" and not get hung up with previous frameworks and systems that have been in place for decades. The resulting recommendations represent a wide array of improvements that the FAA should be able to hone and craft into an overall strategic plan for policy revision and refinement.

The DPERWG is pleased to provide its report and recommendations to the FAA, and has expressed a strong interest in continuing to provide the agency a resource of expertise in both the final adoption of the recommendations and future opportunities as SMEs for overall DPE management.

## APPENDICES

APPENDIX A: BASE CRITERIA FOR SELECTION PROCESS

APPENDIX B: SELECTION MATRIX TOOL EXAMPLE

APPENDIX C: SAMPLE JOB AIDS AND WEB BASED TOOLS FOR DPEs

APPENDIX D: RECENT FAA POLICY CHANGES RELATED TO ARAC TASKING

APPENDIX E: FAA WINGS – PILOT PROFICIENCY PROGRAM NEEDED UPGRADES  
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APPENDIX K: ABBREVIATIONS AND ACRONYMS

APPENDIX L: DEPLOYMENT SUBGROUP WORK PRODUCT

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## APPENDIX A

### Base Criteria for Selection Process

The base criteria in detail that is recommended is as follows.

#### Base Criteria recommended

- Must be qualified and maintain a current FAA CFI certificate for the category and class of aircraft in which practical tests will be given for two years prior to application for designation; and
- Have at least 2000 hours of total PIC flight time inclusive of all categories and classes flown prior to application for designation; and
- Have at least 200 hours PIC in the category and class of aircraft in which tests will be administered prior to application for designation; and
- Maintain current FAA minimum dual given experience requirements as a CFI.
- Have at least 100 hours Total Time flight experience with at least 25 hours of dual given. If seeking privileges in a multi-engine aircraft a minimum of 50 hours of dual given shall be a pre-requisite. If seeking privileges for instrument testing a minimum of 50 hours of instrument instruction given. For glider privileges a minimum of 100 flights as an instructor shall be required; and
- Maintain FAA medical certification at or greater than that which would be required to act as a CFI for the category and class of aircraft in which tests will be administered prior to application for designation; and
- Must have completed an FAA approved Flight Instructor Refresher Course within the preceding year to application for designation; and
- Meet FAA English Language requirements set forth in AELS AC No. 60-28B; and
- Must have no certificate revocations within the preceding 10 years; and
- No accident or incident within the preceding 5 years that are the result of pilot error; if within the last 5 years, prior accident history is not necessarily disqualifying but will be reviewed on a case by case basis.
- Have no previous felony convictions / background check verification of criminal history (prior to final designation).

The following shall qualify in lieu of base hours requirements, that the individual has;

- Served as a chief instructor, assistant chief instructor, or check instructor in a school certificated under 14 CFR part 141, for a minimum of 12 calendar-months within the preceding 36 calendar months; or
- Served as a check airman authorized under 14 CFR part 121 and/or part 135, for a minimum of 12 calendar-months within the preceding 36 calendar months; or
- Served as an Aircrew Program Designee (APD) authorized under 14 CFR part 121, for a minimum of 12 calendar-months within the preceding 36 calendar months; or
- Served as a Training Center Evaluator (TCE) authorized under 14 CFR part 142, for a minimum of 12 calendar-months within the preceding 36 calendar months; or
- Served as an FAA ASI with checking/testing responsibilities in aircraft, for a minimum of 12 calendar-months within the preceding 36 calendar months; or
- Held an FAA pilot examiner designation (that was not terminated for cause) with authorization to conduct practical tests and/or proficiency checks in flight within the preceding 36 calendar months; or
- Served as a Unit Member in an ODA authorized to give practical tests within the preceding 36 calendar months; or
- Consideration of military experience and specific applicability may be considered a qualifying factor. A further subject matter expert group familiar with this particular area of knowledge is encouraged to develop specific qualifying history that would be applicable for this particular consideration.

In each of these cases, the applicant must also meet the general base criteria minima as in the general qualification path to include:

- Must be qualified and maintain a current FAA CFI certificate for the category and class of aircraft in which practical tests will be given for more than 24 calendar months prior to application for designation; and

- Maintain FAA medical certification at or greater than that which would be required to act as a CFI for the category and class of aircraft in which tests will be administered prior to application for designation; and
- Must have completed an FAA approved Flight Instructor Refresher Course within the preceding year to application for designation; and
- Meet FAA English Language requirements set forth in AELS AC No. 60-28B
- Must have no certificate revocations within the preceding 10 years; and
- Have no previous felony convictions / background check verification of criminal history (prior to final designation).

The DPERWG recommends adjustments of the current FAA “dual given” experience matrix as in the current FAA 8000.95 guidance with no additional changes.

## APPENDIX B

### Selection Matrix Tool Example:

Contemplating the need to provide examples of how the DPERWG thought the FAA might implement some of the selection and evaluation processes, the DPERWG developed sample job aids and evaluation tools that might serve as examples to be implemented.

In some instances, proposed form structures have been developed and provided that would be used to pre-qualify proficiency or evaluate skills and applicable experience levels in a matrix format to compare potential applicants. These forms as provided are not intended to be final all-encompassing forms, but examples that would then be further developed for applicability to each category and/or class or aircraft in which service would be given by a subsequent workgroup of subject matter experts in each particular applicable aircraft category and/or class.

### Interview Suggestions:

The DPERWG recommended a matrix of experience be considered in evaluation of an applicant.

The desired outcome of this recommended change is to develop DPE candidates for consideration that have greater breadth of experience, have engaged with industry training efforts or safety promotion beyond basic service as a professional pilot or flight instructor. By evaluating industry involvement, promoting DPE candidates who have distinguished themselves in the industry as promoters of safety and have sought further personal development as a pilot in their own knowledge and skill, it is believed that such candidates will possess greater skill and knowledge to better serve in evaluative roles as DPEs.

Positive effects of this proposed change could be measured by evaluating if candidates are selected that have greater breadth of experience or if candidates actively work to improve their industry experience, engagement, and promotion of safety in an effort to qualify in the future as a high quality candidate for DPE selection.

This matrix based evaluation process could more globally evaluate whether a potential candidate will be of good service based on their overall activities, service, and history in the aviation industry.

Examples of what might be considered, how they might be weighted in a points system, and how this might be administered in the evaluation of an applicant are included in the sample

The DPERWG additionally suggests the FAA consider the following:

Interview Additional Areas of Interest:

- Letters of recommendation
- References
- Work history verification
- Physical distance from residence to desired work location/region?
- Facility availability to conduct practical tests if applicants travel to them?
- Minimum number of tests able to provide?
- How they anticipate working with the applicants?
- Have you ever been terminated from employment at any 14 CFR parts 121 or 135 Air Carrier, or 14 CFR part 142 Training Center?
- Ability to take testing skills to a higher level than "rote"?

It is fully expected that this last category would need some additional development to discern what levels of points values would be needed for each of these types of items. If we extrapolated this process into two potential applicants, we might see a discernment between the two in point's value that might look like the following example:

**Applicant 1**

- 15 points - CFI with 18 applicants in last 60 months for practical tests,  
15 of which passed on first try
- 3 points - NAFI master instructor [current]
- 1 point - Gold Seal Instructor
- 1 point - Advanced Ground Instructor
- 1 point - FFASTeam Lead Rep
- 8 points - Conducted 8 FFASTeam safety seminars
- 

29 Total Points

**Applicant 2**

- 5 points - CSIP Conducted 27 CSIP Transitions in Preceding 60 months
  - 2 points - Issued combined 10 endorsements for High Performance/High Altitude in preceding 60 months
  - 1 point - Gold Seal Instructor
  - 1 point - Advanced Ground Instructor
  - 1 point - Wrote an Aviation Training Book
  - 1 point - Board Member of Aviation Association
  - 7 points - 35 Stage checks conducted as 141 Check Airman
- 

18 Total Points

The above methodology could be utilized when discerning between best qualified applicants when a limited number of DPEs will be selected.

Examples of potential activities and experience that might be evaluated by a panel include but are not limited to the following examples the DPERWG members suggest could be indicators of a good DPE candidate.

**FAA DPE Qualifying Activities - Experience Consideration Matrix**

Item No.	Activity/Experience Item	Points Application	Item No.	Points Value
0	Not Applicable	Not Applicable	0	0
1	90% pass rate for students recommended for practical test over previous 60 calendar months	1 for each 5 students	1	1
2	Endorsements issued within the preceding 60 calendar months (including High Performance, Complex, High Altitude, Tailwheel)	1 for each 5 issued	2	1
3	Each sign off of student for FAA Practical Test with first attempt passage within the preceding 60 calendar months	1 for each 3	3	1
4	Number of Years as FAA Flight Instructor	1 for each 5 years	4	1
5	FAA Gold Seal Flight Instructor		5	1
6	FAA Ground Instructor Certificate (BGI/AGI/IGI)		6	1
7	Each sign off of student for FAA Knowledge Test with first attempt passage within the preceding 60 calendar months	1 for each 10	7	1
8	Stage Checks Conducted in a Part 141/142 Training Program	1 point for each 5 issued	8	1
9	NAFI/SAFE Master Instructor (Current)		9	3
10	CSIP Instructor (Current)		10	1
11	BPPP Instructor (Current)		11	1
12	EAA Flight Advisor		12	1
13	FAA Wings Program - FAASTeam Representative	1 point for each year up to last 5 years	13	1
14	FAA Wings Program - FAASTeam Lead Representative	2 points for each year up to last 5	14	1
15	Aviation Safety Seminars (Teaching)	1 point for each taught within preceding 60 calendar months unique seminar and ½ extra point for any events taught multiple times for each time a seminar is taught.	15	1
16	Completion of a Phase of FAA Wings Program	1 point for each phase within previous 60 calendar months	16	1
17	Service on an aviation government committee	1 point per committee on which served within preceding 60 calendar months	17	1
18	Service on an aviation association / organization Board of Directors	1 point per board on which served within preceding 60 calendar months	18	1

19	Letter of Recommendation from Personally Trained Students	1 for each 3 letters to a maximum of 3 points	19	1
20	FIRC Instructor		20	1
21	ACR for FIRC Program	1 point for each year up to 5 for preceding 5 years	21	1
22	ACR for 141 Program	1 point for each year up to 5 for preceding 5 years	22	1
23	141 Chief Instructor (within preceding 36 months)		23	5
24	141 Assistant Chief Instructor (within preceding 36 months)		24	2
25	141 Check Instructor (within preceding 36 months)		25	1
26	DPE/142 TCE (within preceding 36 months)		26	3
27	135 / 121 / 125 / 91K Chief Pilot (within preceding 36 months)		27	3
28	135 / 121 / 125 / 91K Chief Pilot (within preceding 36-60 months)		28	1
29	135 / 121 / 125 / 91K Check Pilot (within preceding 36 months)		29	3
30	135 / 121 / 125 / 91K Check Pilot (within preceding 36-60 months)		30	1
31	135 / 121 / 125 / 91K Instructor Pilot (within preceding 36 months)		31	3
32	135 / 121 / 125 / 91K Instructor Pilot (within preceding 36-60 months)		32	1
33	Military Pilot Evaluator (within preceding 36 months)		33	3
34	Military Pilot Evaluator (within preceding 36-60 months)		34	1
35	Director of Safety/Safety Manager in 135 / 121 / 125 / 91K operation (within preceding 36 months)		35	3
36	Director of Safety/Safety Manager in 135 / 121 / 125 / 91K operation (within preceding 36-60 months)		36	1
37	Director of Safety/Safety Manager in 141/142 program (within preceding 36 months)		37	3
38	Director of Safety/Safety Manager in 141/142 program (within preceding 36-60 months)		38	1
39	CAP Instructor Check Pilot (within previous 60 months)		39	5
40	CAP Instructor Check Pilot (within previous 36 months)		40	4
41	CAP Check Pilot/Check Airmen (within previous 60 months)		41	3
42	CAP Check Pilot/Check Airmen (within previous 36 months)		42	2
43	CAP Instructor Pilot (within previous 60 months)		40	3
44	CAP Instructor Pilot (within previous 36 months)		41	2
45	CAP Mission Pilot (within previous 60 months)		42	2
46	CAP Mission Pilot (within previous 36 months)		43	1

47	CAP Pilot / Transport Mission Pilot (within previous 60 months)		44	2
48	CAP Pilot / Transport Mission Pilot (within previous 36 months)		45	1
49	Airport Manager	2 points for each year up to previous 5 years for 10 total points	46	1
50	Assistant Airport Manager	1 point for each year up to previous 5 years for 5 total points	47	1
51	Leadership Position within Aviation Training		48	1
52	FAA Knowledge Test Center TCE (within preceding 36 months)		49	1
53	Volunteer pilot for Wings of Mercy, Angel Flights, Pilots and Paws, etc.	1 point for each 5 mission flights flown within preceding 60 months for a total of up to 5 points	55	1
54	Aviation Writing/Published Material	1 point per unique article, video, or published content item or article up to a maximum of 10 points.	56	1
55	Youth activities involvement such as EAA Young Eagles Pilot, flying Scouts, or CAP Cadet Orientation Pilot	1 point for each unique event of involvement.	53	1
56			54	0
57	Military Test Pilot		55	3
58	Civilian Test Pilot		56	3
59	Graduate of Military Test Pilot School		57	1
60	Graduate of Civilian Test Pilot School		58	1
61	Military Squadron Commander		59	2
62	Military Safety Officer		60	1
63	Academic Faculty in Collegiate Aviation Program		61	1
64	Ground Instructor Conducting Training Curriculum		62	2
65	Knowledge Test Center TCE		63	1
66			64	0
67			65	0
68			66	0
69			69	0
70			70	0

A job aid matrix might look something like the provided draft experience rating checklist. This form is based on similar currently used FAA forms and would be finalized based on final criteria implemented compared with those recommended here and any others developed in a final revised process. Once that final matrix was completed a base scale of greater or lesser than the noted 120 minimum points might be contemplated and implemented for a final process.

A more detailed example of how a full evaluation of a specific candidate might be utilized is included below utilizing a sample job aid that includes evaluation of applicable experience requirements from a simulated candidate.

#### **EXPERIENCE RATING WORKSHEET - DESIGNATED PILOT EXAMINER (SAMPLE)**

AIRMAN FIRST and LAST NAME	John Doe	Phone	Email
AIRMAN CERT No.	1234567	123-456-7891	john@doe.com
CLOSEST FAA OFFICE NAME:	Oklahoma City	123-456-7891	
<b>Review Panel Members</b>	<b>Name</b>	<b>Phone</b>	<b>Email</b>
DPE/Industry Representative:	Jane Doe	123-456-7891	jane@doe.com
Local FAA Office Representative:	Jim Doe	123-456-7891	jim@doe.com
National Selection Committee Team Representative:	Suzie Doe	123-456-7891	Suzie@doe.com
<b>RECENT PIC EXPERIENCE (WITHIN PRECEDING 24 MONTHS REQUIRED)</b>			
<i>*Select which item is applicable.</i>		<b>Possible Points</b>	<b>POINTS</b>
120-250 Total PIC Hours		<b>5</b>	<b>0</b>
250-1000 Total PIC Hours		<b>10</b>	<b>0</b>
Greater 1000 Total PIC Hours		<b>15</b>	<b>0</b>
		<b>TOTAL RECENT PIC EXPERIENCE</b>	<b>0</b>
<b>RECENT DUAL GIVEN EXPERIENCE (WITHIN PRECEDING 24 MONTHS REQUIRED)</b>			
<i>*Select which item is applicable.</i>		<b>Possible Points</b>	<b>POINTS</b>
No Dual Given Hours		<b>0</b>	<b>0</b>
0-100 Total Dual Given Hours		<b>1</b>	<b>0</b>
100-250 Total Dual Given Hours		<b>3</b>	<b>0</b>
250-500 Total Dual Given Hours		<b>5</b>	<b>0</b>
500-1000 Total Dual Given Hours		<b>10</b>	<b>0</b>
Over 1000 Total Dual Given Hours		<b>15</b>	<b>0</b>
		<b>TOTAL RECENT DUAL GIVEN EXPERIENCE</b>	<b>0</b>

QUALIFYING ACTIVITIES/EXPERIENCE DOCUMENTED					
Item No.	Enter item number from reference sheet to populate item description.		Number Applicable	Points Value	Points Awarded
1	90% pass rate for students recommended for practical test over previous 60 calendar months		4	1	4
2	Endorsements issued within the preceding 60 calendar months (including High Performance, Complex, High Altitude, Tailwheel)		8	1	8
7	Each sign off of student for FAA Knowledge Test with first attempt passage within the preceding 60 calendar months		1	1	1
8	Stage Checks Conducted in a Part 141/142 Training Program		1	1	1
11	BPPP Instructor (Current)		1	1	1
6	FAA Ground Instructor Certificate (BGI/AGI/IGI)		1	1	1
4	Number of Years as FAA Flight Instructor		1	1	1
2	Endorsements issued within the preceding 60 calendar months (including High Performance, Complex, High Altitude, Tailwheel)		1	1	1
47	CAP Pilot / Transport Mission Pilot (within previous 60 months)		5	1	5
31	135 / 121 / 125 / 91K Instructor Pilot (within preceding 36 months)		1	3	3
14	FAA Wings Program - FAASTeam Lead Representative		1	1	1
0	Not Applicable		1	0	0
0	Not Applicable		1	0	0
0	Not Applicable		1	0	0
0	Not Applicable		1	0	0
0	Not Applicable		1	0	0
0	Not Applicable		1	0	0
	Former FAA AVIATION SAFETY INSPECTOR, OPERATIONS		15	1	15
	Discretionary Awarded Points and Reasoning: _____ _____ _____ _____		0	1	0
<b>TOTAL POINTS</b>					<b>42</b>

**INSTRUCTIONS and NOTES:**

Airman Information: In the first three lines, enter information for the applying airman.

Review Panel Information: Enter information for three representatives from industry, local FAA, and FAA Designee Selection Team representatives

Recent PIC experience: Pick points for one of three qualifying areas of recent pilot experience.

Recent Dual Instruction Given experience: Pick points for one of three qualifying areas of recent experience as an instructor.

**Qualifying Activities/Experience Documented:** Enter in Item No. column a corresponding number from the Qualifying Activities-Experience Events Tab to

Select "1" for points value if the applicant is a previous FAA Aviation Safety Inspector

**Discretionary Awarded Points and Reasoning:** If the selection committee has determined mitigating factors are present that warrant issuance of

**additional points based on applicant experience or previous activities not listed in other criteria, the group may award additional points. Reasoning and**

points awarded to be entered in this row.

## APPENDIX C

## Sample Job Aids and Web Based Tools For DPEs

<b>DESIGNATED PILOT EXAMINER PREQUALIFICATION PROFICIENCY DEMONSTRATION</b>			DATE OF CHECK	
			LOCATION	
NAME OF DPE CANDIDATE			TYPE OF CHECK	
CONTACT NUMBER FOR DPE CANDIDATE	CONTACT NUMBER FOR CONDUCTING DESIGNEE	TYPE AIRCRAFT/SIMULATOR USED		
NAME OF DESIGNEE CONDUCTING PROFICIENCY CHECK			TOTAL FLIGHT TIME	
FLIGHT MANEUVERS GRADE (DO NOT LEAVE ANY LINES BLANK)				
TASKS			OTHER TASKS AS APPLICABLE	
S-SATISFACTORY NA - NOT APPLICABLE	U - UNSATISFACTORY / - NOT DEMONSTRATED	S	U	
<b>PREFLIGHT (Pick 1)</b>			<b>MULTI ENGINE AIRCRAFT (Pick A or B and C or D)</b>	
QUALIFICATION OF AIRCRAFT			A - SINGLE ENGINE APPROACH AND LANDING VFR	
PILOT CURRENCY QUALIFICATIONS			B - SINGLE ENGINE APPROACH AND LANDING FROM INSTRUMENT APPROACH	
PREFLIGHT CHECKS			C - Vmc DEMONSTRATION	
			D - Vyse DRAG DEMONSTRATION	
<b>TAKEOFFS/LANDINGS (Pick 2)</b>				
NORMAL TOL			<b>INSTRUMENT PROCEDURES (For instrument qualification request only)</b>	
SOFT FIELD TOL			PRECISION INSTRUMENT APPROACH	
SHORT FIELD TOL			NON PRECISION INSTRUMENT APPROACH	
			SIMULATION OF PARTIAL PANEL PROCEDURES AND/OR SYSTEMS FAILURES FOR INSTRUMENT CONDITIONS	
<b>INFLIGHT MANEUVERS (Choose 2)</b>			Choose 1:	
STEEP Turns			CIRCLING APPROACHES; or	
SLOW FLIGHT			MISSIED APPROACHES	
EMERGENCY DESCENT				
			<b>ROTORCRAFT (For Rotorcraft requests only)</b>	
<b>EMERGENCY PROCEDURES (Pick 1)</b>			NORMAL AND ABNORMAL PROCEDURES	
ENGINE FAILURE			EMERGENCY PROCEDURES	
ELECTRICAL FAILURE			JUDGEMENT	
AVIONICS SYSTEM/COMPONENTS FAILURE(S)			HOVERING MANEUVERS	
EMERGENCY APPROACH AND LANDING			RAPID DECELERATIONS	
REJECTED TAKEOFF			AUTOROTATIONS (Single engine helo. only)	
<b>COMMERCIAL MANEUVERS (Pick 2)</b>				
STEEP SPIRAL				
CHANDELLES			REMARKS	
LAZY EIGHTS				
EIGHTS ON PYLONS				
ACCELERATED STALLS				
STEEP SPIRAL				
POWER-ON STALLS				
POWER-OFF STALLS				
Items graded "U" results in entire proficiency check unsatisfactory and must be reevaluated within 60 days of check. An unsatisfactory grade on second attempt will require a 12-month waiting period before reapplying.				
RESULT OF CHECK		SATISFACTORY		
		UNSATISFACTORY		
APPLICANT'S SIGNATURE		ATTEMPT (CIRCLE ONE)	CHECK AIRMAN'S SIGNATURE	
		1      2		

## APPENDIX D

### Recent FAA Policy Changes Related to ARAC Tasking

Through the efforts of continuous improvement, the FAA recognized the impact geographic limitations and daily practical test limits had on timely airman certification activities across the country. In October 2018, the FAA published FAA Notice 8900.485 removing geographic limitations and other restrictions, to include the daily limit of two complete practical test. This allowed DPEs to move throughout the nation to address the airman certification needs without the previously needed Memorandum of Understanding (MOU) and increase the number of practical tests performed on a given day.

FAAs changes to its policies align with the tasking of the FAA Reauthorization Act of 2018 (P.L 115-254), Section 319 (Designated Pilot Examiner Reforms) of P.L. 115-254 requiring the Committee to make recommendations with respect to the regulatory and policy changes, if necessary, to allow a designated pilot examiner perform a daily limit of three new check rides with no limit for partial check rides and to serve as a designed pilot examiner without regard to any individual managing office. In addition, FAAs policy updates compliment the recommendations provided by the DPERWG contained herein.

## APPENDIX E

### Wings Program Needed Upgrades to Platform and Content

#### WINGS AND DPE REFORM

**OBJECTIVE:** ENHANCE SAFETY THROUGH THE FAA WINGS PILOT PROFICIENCY PROGRAM WHILE ENSURING ADEQUATE DPE AVAILABILITY.

**METHODOLOGY:** The objective may be achieved by amending and instituting policies related to the selection, training, and deployment of DPE's with the inclusion and promotion of the FAA's long-established, growing, and relevant WINGS Pilot Proficiency Program ("WINGS").

**REGULATORY CHANGES REQUIRED:** None expected.

**POLICY CHANGES:** Minor

**BACKGROUND:** The DPERWG believes this recommendation complements the DPE Mentor Program ("Mentor") recommendation. Should the FAA not adopt the Mentor program, this document/concept will continue to be applicable though the terminology used may change.

It is recommended that each Flight Standards District Office would have no less than one Mentor. The Mentor will be an experienced DPE who has had and continues to have an excellent working relationship with their respective FSDO and has proven to be trustworthy and credible. Ideally the Mentor will have previous FAA Safety Team ("FAASTeam") affiliation and considerable WINGS background.

The Mentor should, or should begin to, and have thereafter, an ongoing relationship not only with the DPE focal point at their respective FSDO (or national team, as applicable), and with at least one FAASTeam Program Manager ("FPM"), preferably geographically convenient for the Mentor and FPM.

**OPPORTUNITY:** Currently there is little knowledge of or promotion of WINGS by many DPE's. The opportunity for introducing WINGS, and hence the opportunity to show the public the extent to which the FAA is going in order to promote safety and proficiency and its importance could be better realized with minimal financial investment, if any. This is a tremendous opportunity to work with pilots in

their formative stages of professional development by setting an example for positive safety culture.

## **RECOMMENDATIONS:**

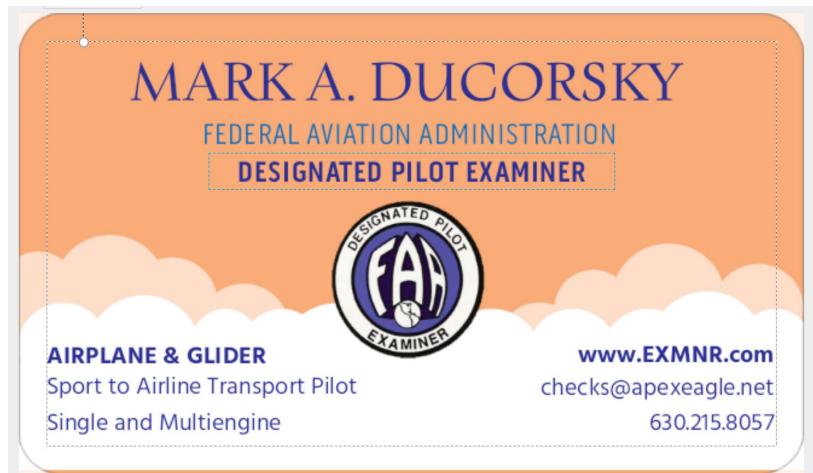
- MENTOR will promote WINGS concept to all DPE's in their geographic area via ongoing outreach.
- FPM will support the Mentor's efforts to promote WINGS.
- Mentor will help provide FPM with DPE speakers for various WINGS creditable events.
- FAASTeam will provide an <2 minute video (already exists [https://youtu.be/KGgGzZ\\_HD1w](https://youtu.be/KGgGzZ_HD1w)) to be viewed at the beginning of DPE initial and recurrent training.
- FAASTeam will develop a fifteen minute WINGS concept training video to be utilized during DPE initial training. Said video would include no less than encapsulation of WINGS program with features and benefits clearly put forth.
- FAASTeam will develop an eight minute video to be utilized during each recurrent DPE training event.
- FAASTeam will permit WINGS credit to be issued to student pilots and DPE's while the Authorized Instructor ACSs simultaneously promote issuance of WINGS credit to each candidate/applicant.
- Currently every practical test *must* contain three discrete briefings, with the final briefing being the post-test briefing. A WINGS briefing to an applicant during the post-test briefing is an approximate three minute investment ().
- DPE to perform aforementioned three minute WINGS briefing at conclusion of every successful practical test.
- FAASTeam will suggest DPE's use basic marketing techniques to assist in the promotion of the WINGS Pilot Proficiency Program ().
- FAASTeam will incentivize DPE's for promoting WINGS with WINGS credit. Currently every DPE is a Flight Instructor so it would be easy to set and track.

- National FAASTeam Manager (AFS-850) will provide on FAASafety.gov an easy place to find all certification-related WINGS credit packages.
- FAA will weave FAASafety.gov and the WINGS Pilot Proficiency Program into all pilot training and certification documents during future revisions. For example, applicable sections of each Airmen Certification Standards (ACS) documents, Airplane Flying Handbook FAA-H-8083-3; Pilot's Handbook of Aeronautical Knowledge FAA-H-8083-25; Instrument Flying Handbook FAA-H-8083-15; all ACS's, FAA Order 8900.1, FAA Order 8900.2.

**DISADVANTAGES:** Use of FPM's time.

**EXAMPLES FOR WINGS PROGRAM PROMOTION:**

**FRONT OF CARD**



**BACK OF CARD**



From the desk of MARK DUCORSKY, DPE

[Topflier@apexeagle.net](mailto:Topflier@apexeagle.net)

630-215-8057

Exmnr.com

CONGRATULATIONS!

If you are reading this that means you likely have successfully passed your practical test.

Would you like to be one of those who are part of the group which accounts for LESS THAN ONE QUARTER OF ONE PERCENT OF AIRCRAFT ACCIDENTS? If so, read on. If not, perhaps think again.

It's so easy to be part of that exclusive group - **and it's simple, free and easy as 1-2-3!**

1. If you don't already have one, open a free account at FAASAFETY.GOV and then log in
2. From the top banner, select "Activities, Courses, Seminars & Webinars" and select "ACTIVITIES".
3. In the "Keywords" field enter the "Flight Activity" code from the below list (begins with A0...), click on the result, click on "Request Credit", click on "Email" tab, use my email address from above and submit.

**Please do not forget to ask for your free set of BLING** in the form of real metal WINGS, which are easily requested from FAASAFETY.GOV going to the "PILOTS" tab, then "MY WINGS", to be found near the bottom of the banner on the right side of the page where it says "CLAIM REWARD".

#### Hyperlinks

- |                                |   |
|--------------------------------|---|
| <a href="#">A100415-1</a>      | <a href="#"><b>Additional Aircraft Category or Class Rating - (Pvt, Comml, ATP)</b></a> |
| <a href="#">A071102-03</a>     | <a href="#"><b>Sport Pilot - Initial Certification</b></a>                              |
| <a href="#">A071102-02</a>     | <a href="#"><b>Private Pilot - Initial Certification</b></a>                            |
| <a href="#">A071102-02-141</a> | <a href="#"><b>Private Pilot -Initial Certification - PART 141</b></a>                  |
| <a href="#">A070502-03</a>     | <a href="#"><b>Instrument Rating - Initial Certification</b></a>                        |
| <a href="#">A070502-03-141</a> | <a href="#"><b>Instrument Rating – Initial Certification - PART 141</b></a>             |
| <a href="#">A071102-01</a>     | <a href="#"><b>Commercial Pilot - Initial Certification</b></a>                         |
| <a href="#">A071102-01-141</a> | <a href="#"><b>Commercial Pilot – Initial Certification - PART 141</b></a>              |

A071024-01      **Flight Instructor** - Initial Certification - Includes Renewal or  
Reinstatement

A071024-01      **Flight Instructor** - Renewal by added rating

A071102-05      **Airline Transport Pilot / Type Rating** - Initial Certification

A090120-01      **Ground Instructor** (Basic) Initial Certification

A090120-02      **Ground Instructor** (Advanced) Initial Certification

A090120-03      **Ground Instructor** (Instrument) Initial Certification



# 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 de-

signed 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

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## 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/](https://www.faa.gov/about/office_org/headquarters_offices/agc/practice_areas/regulations/interpretations/)

[http://www.faa.gov](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/about/office_org/headquarters_offices/avs/offices/afx/afs/afs600/afs630/)

[https://www.faa.gov/pilots/training/airman\\_education/](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 approxi-

mately 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!

## APPENDIX F

### Specific Training and Standardization Needs for Examiners

#### Problem:

The ACS and PTS detail specific standards of performance, practical test conduct, and applicant, instructor, and evaluator expectations. For evaluators, the need to develop and use a plan of action is a core component of the practical test. However, reports from applicants about the conduct of practical tests conducted by DPEs varies greatly and isn't consistent across all testing environments.

Combining of tasks are allowed, but the use of this technique vary greatly across testing environments. The aviation safety would benefit greatly from having standardized plans of action that address combining tasks during testing, supporting risk based decision making, identifying differences in operational environments.

#### Need:

Foster consistency and standardization in developing practical test plans of action, scenario-based testing elements, and appropriate oral questioning.

#### Recommendation

Identify similarities and differences between DPE training, pilot school check instructor training, TCE training, and ASI training. Where differences exist, identify weakness with training materials, briefings, resources, and guidance for plan of action development. Apply the same methodologies and make available the same resources regardless of evaluator authority and designation. Specific focus should be placed on proper combinations of tasks, oral questioning, and scenarios based on approved references. Use the ACS Tips for Evaluators developed by the ARAC ACS Working Group as a starting point for plan of action development

([https://www.faa.gov/training\\_testing/testing/acs/media/acs\\_tips.pdf](https://www.faa.gov/training_testing/testing/acs/media/acs_tips.pdf)). Develop a standardized process for all managing specialists to approve plans of action.

#### Additional Comments

Is there a need for secrecy about plans of action so the "test" does not get into the hands of instructors and applicants? No, because a scenario-based test is

dynamic and progresses based on the applicants' performance and decision making combined with all the other variables of flight (traffic, weather, etc.). The plan of action simply provides structure to the test. DPE gouges exist and some DPEs freely share their expectations to schools and instructors in hopes of increasing preparation and success. Regarding a randomized test/POA generator, whether in IACRA or as an app-based program, that recommendation is a tooling/assistive recommendation rather than as a method of preventing POAs from "getting out."

The ACS Working Group has had discussions with Flight Standards Senior Leadership in its last two virtual face-to-face meetings about the relationship between guidance and regulation. Because the ACS are not codified in the regulations, they may be considered in the future as an "acceptable means of compliance" with the regulation, opening the door for other ACS-like testing standards (likely at large organizations). This may cause weakness with across-the-board evaluator standardization and may need to be addressed.

### Technical Understanding of the ACS and Its Guidance

#### Problem

Debate exists and application differs regarding the ACS guidance that maneuvers may not be repeated. This is especially true of landing maneuvers for which one of the skills requires the applicant to go-around if the approach cannot be completed within standards. In the specific case of landings, DPEs may allow a second attempt at landing maneuvers, citing this skill element, despite other elements being demonstrated unsatisfactorily. Other evaluators, at the directive of their FAA POIs and TCPMs, do not allow second attempts based on the stipulation in Appendix 5 of the ACS.

Most carriers under Part 121 utilize an AQP type training structure, which emphasizes training over testing. For example, multiple areas of operation need to be trained and then "validated" which comprises the "jeopardy" portion of the flight test. Check Airmen and carrier APDs complete yearly "re-calibration" which ensures proper grading of a flight maneuver or sequence. Under AQP a defined grading outline is applied to each maneuver - all of which can contain "errors" which are then mitigated and the operation returns to a safe operation and successful outcome. If an error is not corrected then the maneuver is graded "unsatisfactory" and per the AQP can result in an unsatisfactory practical test.

Each carrier writes their own AQP guidance based on how they feel it best fits their training goals. The FAA then review and approve or deny this guidance. In addition, each yearly recurrent check ride (Maneuvers check ride or Line Oriented Evaluation) are written, tested with instructor pilots, and then approved by the FAA for use the general pilot population.

In short, Part 121 initial and recurrent flight tests are highly structured and have multiple scenarios which ensure pilots are not "prepared ahead" for all test scenarios. The AQP tests the crew resource management skills of the pilots in addition to the mechanical aspects of flying the aircraft. A V1 cut is given to each pilot and then once clear of the first segment climb, the CRM concepts are graded just as much as how closely the pilot tracked the engine failure profile. This is the safety highlight of the Part 121 training within the United States. Each pilot's mechanical flying is tested regularly while also testing the crew concept. In some cases, repeats are allowed but the AQP specifically defines which - and each Part 121 carrier designated that differently.

The go-around skill element included in landing maneuvers is not meant to supersede, conflict, or override the restriction that second chances are not allowed. That skill element is present for safety. It is meant to indicate that the applicant should demonstrate the skill of executing a go-around rather than forcing the landing when outside of parameters. It does not preclude unsatisfactory performance. If, for example, the applicant flies an un-stabilized approach without proper crosswind correction, then two skills were not performed within standard and the task should be evaluated unsatisfactory, whether or not a go-around is made. However, if all skill elements are satisfactory up to the point of the go-around and the go-around was made in response to an unexpected gust of wind, traffic, or the applicant just didn't like it, then the task is incomplete and should be repeated, consistent with the guidance in Appendix 5.

### Need

Provide better training and standardization regarding interpretation and application of ACS requirements with regard to evaluators' conduct of practical tests.

### Recommendation

Collect feedback from evaluators, instructors, applicants, pilot schools, training centers, and ASIs about which specific ACS task elements and appendix

guidance items are misunderstood in terms of their meaning and impact on practical test outcomes. Include standardized training on these specific ACS elements and calibrate all evaluators, regardless of evaluator authority and designation, to interpret them consistently. An introductory list is included here for example purposes:

<b>Element</b>	<b>Question/Concern</b>
IR.II.B.K1b	Testing applicant on gyroscopic flight instruments is not acceptable if not equipped.
IR.V.A.S6	Are DME arcs required?
IR.VI.D.S8	Is a landing from a circling approach required?
IR.VII.D.S2	Should attitude/heading (control), air data (performance), or both be failed?
IR.VIII.A.K1	This is a post-flight task and should not be unsatisfactory if there's an issue with the Instrument Competency Check.
CA.I.A.K1	Should instrument currency requirements be tested if VFR is required for the scenario?
CA.I.A.K2	Does testing on privileges and limitations require knowledge of Part 119 and 135?
CA.I.B.K1C	Is the applicant required to know about service difficulty reports?
CA.I.F.S2	Is it required that the applicant have all V-speeds memorized? Most are placarded.
CA.I.G.K1	The applicant should not be tested on complex airplane systems if not used for the test.
CA.I.G.K1h	Testing applicant on gyroscopic flight instruments is not acceptable if not equipped.
CA.IV.B.S11	Does the applicant get another attempt at the task if a go-around is performed?
CA.IV.M.S8	The power-off 180° landing should be completed with a landing, not a go-around.
CA.V.E.S3	Can the applicant pick the second pylon after starting the maneuver?

CA.V.E.S 4	Should the applicant be evaluated on how long it takes to set up and enter?
IR Apdx 7	DME arcs must be published in order to be tested.
IR Apdx 7	Complete failure of the PFD/MFD is not realistic; AHRS or ADC failure is; don't pull Circuit Breakers.
CA Apdx 5	Instruction should not take place during the test such as practicing light gun signals.

### Notices of Disapproval and Letters of Discontinuance

#### Problem

There is variance in how notices of disapproval and letters of discontinuance are completed. Some evaluators list the area of operation and tasks failed. Others list only what should be retested. Others add additional comments and notations about specific applicant performance characteristics. Still others are very vague and cause questions or confusion. Some evaluators are very thorough while others are very minimalistic. There is also a difference between hand-written or typed versions of the documents compared to those produced through IACRA.

These documents are very important for the following reasons:

They detail what areas of operation and tasks were successfully completed, unsatisfactorily completed, or remain untested and inform subsequent evaluators how to construct their plans-of-action to cover all remaining portions of the test.

They provide the applicant and the applicant's flight instructor the information necessary to, in the event of a discontinuance, complete additional training that may be desired while waiting to finish the test, or, in the event of a disapproval, that is required to reestablish eligibility for the test.

Since the deployment of the ACS, these forms have the potential to provide granularity and standardization about what specific unsatisfactory elements were demonstrated by the applicant by reporting the appropriate ACS code.

Part 121 AQP clearly defines what results in an "unsat" flight test. The pilot / crew is notified immediately and in most cases signs paperwork after the test which clarifies this result.

## Need

Improve standardization regarding the completion of these documents, whether hand-written/typed or in IACRA.

## Recommendation

Provide standardization and training to all evaluators on how these documents should be completed, both hand-written/typed or in IACRA. Emphasis should be placed on listing the specific ACS element code and, for each code, a comment that briefly explains what was unsatisfactory and what the applicant did or did not do to cause the unsatisfactory performance. The ACS codes along with effective commenting will help the applicant and flight instructor fully understand deficiencies and better prepare for the remainder of the test.

The following is an example from an actual notice of disapproval for a commercial, Airplane, Single Engine Land applicant along with a hypothetical improvement that could be made through proper coding and commenting.

### Actual entry:

Upon reexamination you will be reexamined on the following

III. Airport and Seaplane Base Operations

Comments: A/O III, Task B – Unsat, during pattern applicant was attempting to land on wrong runway

### Proposed entry:

Upon reexamination you will be reexamined on the following

CA.III.B.S4 – applicant failed to maintain orientation with the correct runway; improperly flew a rectangular pattern by rolling out on final early and lining up with runway 29 instead of 24.

## Awareness and Understanding of 14 CFR 61.71(a)

## Problem

New DPEs are unaware of or lack understanding of 14 CFR 61.71(a) which states, "A person who graduates from an approved training program under part 141 or part 142 of this chapter is considered to have met the applicable aeronautical experience, aeronautical knowledge, and areas of operation requirements of this part if that person presents the graduation certificate and passes the required practical test within the 60-day period after the date of graduation." Without this understanding, DPEs have looked for applicants to have a minimum of 120 hours training time in an approved commercial curriculum and therefore

a minimum of 190 hours total time for the graduate of an approved commercial curriculum who previously graduated from approved private (minimum 35 hours total time) and instrument (minimum 35 hours total time) curriculums under Part 141. However, said DPEs fail to realize that it's possible to have courses approved for less than the minimum time required by Part 141. That is why the applicant requires a practical test with a DPE as opposed to being certificated by an ACR for a school that holds examining authority.

#### Need

Improve training on the intricacies of airman certification requirements, paths to completion, and aeronautical experience requirements.

#### Recommendation

Training should include training and testing requirements under Parts 61, 141, and 142 as well combinations of those parts. Evaluators should understand that a graduation certificate, per 14 CFR 61.71(a), is evidence of appropriate aeronautical experience and the onus of validating that experience falls on the pilot school or training center.

## APPENDIX G

## IACRA/DMS Improvements Needed

## Applicant Prerequisite Tracking Concept IACRA or other Program

The screenshot shows the IACRA Application Process interface. On the left, there's a sidebar with 'Applicant Options' like Console, Start New Application, and User Profile. Below that is 'Information & Help' with links to Home, What's new in IACRA, and Contact Us. The main area is titled 'IACRA - Application Process' and shows 'Pilot Time (Section III)' selected. It has sections for Certificate Held, Basis of Issuance, and Pilot Time. Under Pilot Time, it says 'Import Hours from application: 2344746 - 1/19/2020 - AIRLINE TRANSPORT PILOT' with an 'Import' button. A note says 'Please Note: IACRA found hours from a previous application started 1/19/2020. These hours will not be saved until the 'Save' button is clicked. Click 'Clear Pilot Hours' to remove hours.' There's a 'Clear Pilot Hours' button. To the right, there's an 'Application Status' section with checkboxes for Personal Info, Certificate Held, Basis of Issuance (which is checked), FAR PART 61 Training Prerequisites (which is highlighted with a red circle), and Required Endorsements. At the bottom right is a 'View Application' section with a preview of the application form and 'Application ID: 2360726'.

Create a new drop menu to allow for inputting training prerequisites. The system should know the prerequisites that are required to be fulfilled based on the grade of certificate the applicant is applying for.

Clicking the “Training Prerequisites” pulls up the required flight milestones that must be met.

**Applicant Options**

- [Console](#)
- [Start New Application](#)
- [User Profile](#)
- [Add Role](#)
- [Change Role](#)
- [Remove Role](#)
- [Edit Preferences](#)
- [Change Password](#)

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**Information & Help**

- [Home](#)
- [What's new in IACRA](#)
- [Frequently Asked Questions](#)
- [Aircraft Search](#)
- [Site Feedback](#)
- [Contact Us](#)
- [Training and Documentation](#)
- [Helpful FAA Links](#)
- [Available Certifications and](#)

[Certificate Held \(Section I, G & M-O\)](#) [\(Show Details...\)](#) [\(Hide Details...\)](#)

[Basis of Issuance \(Section II\)](#) [\(Show Details...\)](#) [\(Hide Details...\)](#)

[FAR PART 61 Training Prerequisites](#) Progress Remaining [\(Hide Details...\)](#)

<input type="checkbox"/> <a href="#">40 Hours Flight Time - §61.109(a) Total Time: [Insert here]</a>																														
<input type="checkbox"/> <a href="#">20 Hours Flight Training - §61.109(a)</a>																														
<input checked="" type="checkbox"/> <a href="#">3 Hours X/C Training Single Engine - §61.109(a)1</a> <a href="#">Instructor Endorsement</a>																														
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03/21/2020	KABQ	KCMA	5.0	5.0																										
<input type="checkbox"/> <a href="#">3 Hours Night Training Single Engine - §61.109(a)2</a> <a href="#">Instructor Endorsement</a>																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Date</th> <th>From</th> <th>To</th> <th>Dual</th> <th>Total Flight</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Date	From	To	Dual	Total Flight																									
Date	From	To	Dual	Total Flight																										
<input type="checkbox"/> <a href="#">10 Hours Solo Single Engine - §61.109(a)5</a> <a href="#">Instructor Endorsement</a>																														
<input checked="" type="checkbox"/> <a href="#">5 Hours Solo Cross Country- §61.109(a)5(i)</a> <a href="#">Instructor Endorsement</a>																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Date</th> <th>From</th> <th>To</th> <th>Dual</th> <th>Total Flight</th> </tr> </thead> <tbody> <tr> <td>03/26/2020</td> <td>KCMA</td> <td>KABQ</td> <td>5.0</td> <td>5.0</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Date	From	To	Dual	Total Flight	03/26/2020	KCMA	KABQ	5.0	5.0																				
Date	From	To	Dual	Total Flight																										
03/26/2020	KCMA	KABQ	5.0	5.0																										

A visual aid can be used to quickly determine the progress of an applicant in this field.

Personal Info

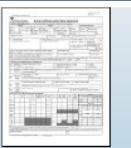
Certificate Held

Basis of Issuance

Pilot Time

FAR PART 61 Training Prerequisites

Required Endorsements



Application ID: 2360726

Upon completion of a prerequisite, the instructor can endorse the IACRA application directly from the student's console by clicking a hyper-link.

### Instructor Endorsement - HyperLink

The instructor will be able input the parameters of the flight and use their log in to sign off the training event.

**By electronically signing this document I certify that:**

I have personally instructed the applicant and hereby confirm that he/she conducted, and properly logged, a solo Cross-Country flight on 03/26/2020.

From	To	Dual	Total Flight
KCMA	KABQ	5.0	5.0

**Instructor Login:**

User Name:

Password:

[Forgot your username or password?](#)

(Please try the online username/password recovery before calling the help desk)

**SIGN APPLICATION**

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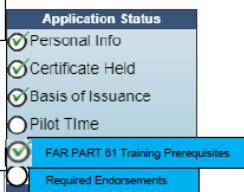
Clicking the “Required Endorsements” pulls up the required endorsements that must be signed off.

The screenshot shows the 'Required Endorsements' section of the IACRA application. It includes fields for 'Prerequisites for Practical Test' and 'Solo Flight (each additional 90 calendar-day period)'. A blue arrow points from the text 'The instructor electronically signed this application to meet this requirement. IACRA populated their information based on the data already stored in IACRA from the CFI account.' to the 'Instructor Endorsement' section. Another blue arrow points from the text 'The box turned GREEN to show that this milestone has been accomplished.' to the 'Instructor Endorsement - HyperLink' text below.

The instructor electronically signed this application to meet this requirement. IACRA populated their information based on the data already stored in IACRA from the CFI account.

The box turned GREEN to show that this milestone has been accomplished.

A visual aid can be used to quickly determine the progress of an applicant in this field.



The application status will continue to update and will note as the remaining items are completed to validate the application for recommendation.

#### Instructor Endorsement - HyperLink

The screenshot shows the 'Instructor Login' page. It includes fields for 'User Name' (johnsmithcfi) and 'Password' (\*\*\*\*\*). Below the password field is a link 'Forgot your username or password?'. A large button at the bottom right says 'SIGN APPLICATION'.

The text 'The instructor will be able manipulate the variable portions of the endorsement (type, category, etc.) but the verbiage will use standardized text from the AC. They will use their log in to sign off the endorsement.' is displayed above the login form. The text 'By electronically signing this document I certify that:' and 'I have personally instructed the applicant and hereby confirm that he/she has met the requirements of §61.87(p) in a CE-172' are displayed below the login form.

## APPENDIX H

### Flight Instructor Endorsement Opportunities in Place of Certification

The DPERWG had discussion around the efficiency improvement opportunity for low volume, high pass rate certification opportunities. It would be beneficial for the agency to explore a metrics based review of those lower volume certifications that currently experience a very high first time pass rate and consider shifting those certification activities to an instructor endorsement process.

Sport Pilot privilege additions, such as towered airport operations and repositionable landing gear operations have had good success from a safety metric standpoint of utilizing the flight instructor endorsement process. Even higher level pilot certificate holders have long benefited from the endorsement process for privileges such as tailwheel, high performance and complex aircraft operations. Overall this is a much simpler and efficient way to ensure an appropriate level of safety without the added complexity of the certification/examiner process.

A deeper dive into what current state certifications could qualify for a move to an endorsement process is desirable. The DPERWG discussed certification activities such as seaplane ratings as being a possible candidate due to the specialized nature of the training and the very low failure rate of applicants seeking those privileges.

Specifically, consideration regarding the potential use of methods other than a traditional practical test modeling on the use of endorsements and training documentation were proposed. It is understood that some certificate issuance processes will still need to meet ICAO agreement requirements so may not solely be completed by an endorsement. An example of this could be the issuance of an add-on sea-plane certification. An alternate method of accomplishing this from a traditional practical test proposed was an “administrative processing” by a DPE or FAA for the certificate issuance upon documentation of training and endorsement requirements. This would eliminate the need for the FAA to maintain staff or oversee DPE currency requirements in low volume or unique aircraft qualification operations. In many cases these are still needed services, but ones that may not be broadly needed in all areas within the system. A savings of cost and an increase in access to DPEs are expected with the potential of maintaining and even possibly enhancing safety standards.

## APPENDIX I

### DPE Mentorship Program

#### Background:

Currently, DPE's have a tendency to operate in a "bubble." Each has their own individual business, can charge a fee amount of their choosing, will schedule examinations as it fits their own preference, and most maintain individual contacts within the flight instructor and flight school community they serve. Commonly, there is a free flow of information between the DPE and these instructors/schools to update new developments (IACRA, DMS etc.), discuss common applicant weak areas, maintenance issues and many other areas of interest. However, the interaction between DPEs and the FAA is minimal (when it is increased, it's normally for negative reasons) while the interaction between individual DPEs is almost nonexistent. There is a tremendous untapped resource available from long term DPEs that is not currently being utilized. As in the rest of aviation, DPEs learn from experience. But, unlike the rest of aviation, there is no program in place where these experienced DPEs can pass along the benefits of their experience to new DPEs. FAA inspectors come and go (one working group member has had 14 through the years) and in many cases come from a background that well serves the FAA in general (e.g., military, law enforcement), but is of little help dealing with private pilots. Where can a new or inexperienced DPE turn with a question or problem on a Saturday afternoon?

#### Purpose:

To better use the vast amount of experience of long time DPE's in helping new DPEs, standardize non-FAA related issues, and promote to a teamwork atmosphere among a FSDO's DPEs.

#### The Program:

At the FSDO level (could be handled at a regional or even national level) a small cadre of long time pilot examiners (e.g., 10 years and/or 500 flight tests) be established to mentor new DPEs, act as a source for individual DPE/applicant problem solving, and most importantly, promote a teamwork mentality within a FSDO's DPE corps.

A recognized formal title, such as Senior DPE or Master DPE, should be adopted to clearly identify these individuals and would act as a source of pride amongst

DPEs since there would be no additional remuneration. The opportunity to “give back” will, in most instances, balance the lack of financial remuneration.

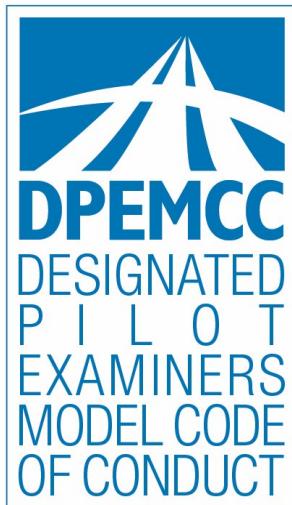
Functions and responsibilities of DPEs who mentor should include, but are not limited to:

- Assist in identifying and selecting new DPEs
- Observe a new DPE's first 1, 2 or 3 check rides for the purpose helping the DPE transition to their new role (emphasis on help, not oversight or administration)
- Being available after hours or weekends to assist with DPE/applicant problems
- Assist the FSDO in organizing/running required DPE meetings
- Assisting a new Administrative DPE with the many variations that come up (e.g. when paper files are required, idiosyncrasies of different category requirements or removing limitations)
- Help standardize DPE/applicant policies within the FSDO in areas of non-FAA involvement such as fees, retesting other applicants, scheduling, etc.
- Promote a healthy dialog and safety culture between DPEs to track good/poor schools, instructors, applicants, prevent DPE shopping, and publicize poor maintenance
- Assist the FAASTeam with outreach and training programs
- Provide DPE observation assistance to the FSDO, if able

When establishing a mentor program involving long term DPEs, the following principles should be considered:

- A consistent and transparent process for selecting mentoring DPEs and the minimum requirements needed.
- A mentor program should be tailored and flexible based on the needs of the local level and particular examinations (e.g., low density/volume), while ensuring consistency and standardization at a national level.
- All forms of communication and technology should be leveraged to provide the most effective means of mentorship.

The goal of providing highly experienced DPEs to serve as mentors serves to move numerous individual DPEs with the mindset of “doing their own thing” (sometimes very competitively), to a team concept which can improve efficiency, standardization, safety culture, and helpful to the pilots served.

**APPENDIX J****Example Industry Code of Conduct****VERSION 1.0****DESIGNATED PILOT EXAMINERS  
MODEL CODE OF CONDUCT**

Tools to Advance DPE  
Safety and Professionalism

**Provided to the DPE Community by:**

*[Insert Sponsoring Entity]*

## **Introduction**

The DESIGNATED PILOT EXAMINERS MODEL CODE OF CONDUCT (Code of Conduct or DPEMCC) offers recommendations to advance safety and professionalism in the conduct of practical tests. In the United States, Designated Pilot Examiners (DPEs) act as representatives of the FAA Administrator, as designated and authorized per Title 14 of the Code of Federal Regulations (14 CFR) Part 183. Internationally, DPEs are representatives of their respective civil aviation authorities, performing certification activities on behalf of those authorities. Likewise, other examiners, such as airline check airmen or military evaluators, provide the training and testing processes of their organizations.

The Code presents a vision of excellence for DPEs. Its principles complement and underscore legal requirements. The Code of Conduct will be most effective if users have a firm grasp of designee requirements as well as a commitment to professionalism as evaluators. It is intended to assist in evaluating the core principles that help aviators build a foundation of flight safety, proficiency, and wisdom.

The Code of Conduct has seven sections, each presenting Principles and Sample Recommended Practices.

### ***The Sections:***

- I. GENERAL RESPONSIBILITIES OF DESIGNATED PILOT EXAMINERS
- II. FLIGHT TEST SAFETY
- III. DPE TRAINING AND PROFICIENCY
- IV. SECURITY
- V. ENVIRONMENTAL ISSUES
- VI. USE OF TECHNOLOGY
- VII. DPE PROFESSIONALISM AND SAFETY CULTURE

### ***The Sample Recommended Practices:***

Sample Recommended Practices are suggestions for applying the principles of the Code of Conduct and tailoring them to individual designated pilot examiners. Sample Recommended Practices may be reordered, modified or eliminated to satisfy the requirements of each practical test and flight environment.

### ***The Commentary:***

Commentary on selected provisions of the Code of Conduct is published at [www.secureav.com](http://www.secureav.com). The Commentary provides discussion, interpretive

guidance, and suggested ways to adopt the Code of Conduct. Additional provisions will be added as the Commentary evolves.

### **Customization:**

The Code of Conduct is a model, not a standard. Users may revise the document—including title, length, and organization—to fit their needs. Provisions and Sample Recommended Practices may be reordered, modified or eliminated to satisfy unique requirements.

### **Benefits of the Code of Conduct:**

The Code of Conduct benefits designated pilot examiners and the aviation community by:

- highlighting practices to support professionalism and safety among examiners,
- promoting ethical conduct, personal responsibility, and services to the aviation community and society at large,
- supporting improved communications between DPEs, applicants, instructors, regulators, and others in the aviation industry, and
- Enhancing recognition of the important work DPEs perform.

\*\*

## **DESIGNATED PILOT EXAMINER MODEL CODE OF CONDUCT**

### **PRINCIPLES AND RECOMMENDED PRACTICES**

## **I. General Responsibilities of Designated Pilot Examiners**

**Designated Pilot Examiners should:**

- a. **make safety a top priority,**
- b. **apply and conform to applicable Airman Certification Standards (ACS) or Practical Test Standards (PTS), as appropriate, and guidance documents,**
- c. **evaluate each applicant thoroughly and objectively,**
- d. **demonstrate and evaluate sound judgment, aeronautical decision-making and airmanship,**

- e. recognize and manage risks effectively, and evaluate sound principles of risk management,
- f. evaluate situational awareness, prudent operating practices and personal operating parameters (e.g., personal minimums),
- g. aspire to professionalism, and represent your agency or organization in a professional manner including conduct, language, appearance, and hygiene,
- h. act with responsibility and courtesy, and
- i. adhere to applicable laws and regulations.

**Explanation:** These General Responsibilities serve as a preamble to the Code of Conduct's other principles. They emphasize safety, excellence, risk management, and responsibility.

**Sample Recommended Practices:**

- Approach practical tests with seriousness and conduct them with diligence, recognizing that your life and the lives of your applicants, their future passengers, and others depend on you.
- Advise applicants that perfection is not the standard that applicants are assumed able to pass at the outset of the evaluation, and that applicants serve as PIC with the privileges of the certificate they seek.
- Advise applicants that the role of a DPE is to monitor and evaluate, not teach.
- Conform to applicable practical test standards and provisions in the conduct of flight tests without additions, deletions, or exceedance of requirements. Develop written testing scenarios for each individual applicant.
- Set the highest examples of professionalism as a DPE.
- As a government representative during a practical test exhibit the professional behavior you would expect from an aviation safety inspector.
- Strive to establish a professional relationship with schools, instructors, applicants and other DPEs.
- Unprofessional relationships with your applicants, including sexual harassment, are never acceptable.
- Be sensitive to an applicant's personal matters, if they arise, while maintaining professionalism.
- Personal, political or religious beliefs should not be expressed while acting as a DPE. Avoid the appearance of bias, conflict of interest, or favoritism.

- Conclude each practical test, no matter the outcome, in a positive way.
- Approach each applicant with kindness and respect.
- Evaluate the applicant's correlative learning and situational awareness based on sound principles of airmanship, scenario-based testing, and risk management.
- Within the scope of your education, training, and authority apply a Safety Management Systems (SMS) approach to your role as a DPE.
- Review flight examiner methods and techniques with a trusted DPE-mentor as necessary.
- Evaluate Crew Resource Management, and Single Pilot Resource Management techniques.
- Evaluate application of risk management principles.
- Never allow simulated emergencies to become actual emergencies.
- Be aware of your susceptibility to, and seek to avoid or manage, distraction, fatigue, stress, and hazardous attitudes.
- Make personal wellness and an honest evaluation of your and your applicant's mental and physical fitness a precondition of each flight—for example, by using the *IMSAFE* (Illness, Medication, Stress, Alcohol, Fatigue, Emotion) checklist.
- Maintain professional grooming standards.
- Participate with professionalism in aviation social media to promote aviation safety. Be willing to provide accurate information about the testing process.
- Strive to return calls promptly from schools, instructors, or applicants who are requesting your services, even if your schedule is full. Returning calls demonstrates respect and helps to establish a professional relationship.
- Provide testing guidelines, minimum equipment requirements, and advance assignments in a timely manner to each applicant.
- Advise applicants of all testing fees, travel fees, payment methods, etc. in advance, and obtain their express consent to such fees prior to commencing the test. Provide a receipt to applicants for the testing fee.
- To the extent practicable, offer to meet applicant(s) and instructor(s) in advance to help relieve anxiety and to answer questions.
- Encourage CFI's to accompany the applicant to the practical test. Their presence can help avoid cancellations and problems with missing endorsements, etc. It also allows the CFI to attend the debriefing following the test.

\*\*

## II. Flight Test Safety

**Designated Pilot Examiners should:**

- a. plan and conduct safe practical tests,**
- b. discuss inherent risks or safety challenges of a given flight test with the applicant, and address applicant concerns, and**
- c. consider an applicant's attention span, workload, fatigue, and tailor testing scenarios accordingly.**

**Explanation:** Although not typically the Pilot In Command, the DPE is responsible for the safe and efficient completion of the practical test. This responsibility extends to the safety of people on the ground and in other aircraft.

### **Sample Recommended Practices:**

- In planning and conducting tests, anticipate the errors that the applicant may make, and the management of those errors and unsafe states. Consider the applicant's demonstration of risk management skills.
- Incorporate a discussion of areas to be evaluated in pre-test safety briefings, and elicit applicant discussion of any potential risks.
- Evaluate applicant assessment and management of risk throughout the practical test.
- Do not begin a test in an un-airworthy aircraft.
- Recognize your role as safety pilot in the conduct of practical tests.
- Where warranted, advise that discontinuance is a viable option.

\*\*

## III. DPE Training and Proficiency

**Designated Pilot Examiners should:**

- a. take regular recurrent training to maintain and improve proficiency beyond legal requirements,**
- b. participate in flight safety education, and**
- c. remain vigilant and avoid complacency.**

**Explanation:** Training and proficiency underlie aviation safety for both evaluator and applicant.

**Sample Recommended Practices:**

- Pursue a rigorous, lifelong course of aviation study. Become familiar with theories of effective evaluation.
- Train to recognize and deal effectively with risks and emergencies unique to the flight test environment.
- Consider the pursuit of advanced teaching credentials and professional certifications.
- Maintain proficiency in the language and application of regulations.
- Obtain adequate training before conducting a test in an unfamiliar aircraft, or with unfamiliar systems.
- Maintain proficiency in aircraft used for practical tests, including knowledge of flight manual specifications, installed avionics, automation, and other equipment.
- Join type clubs or support organizations supporting your test aircraft to learn more about their safe operation, including capabilities and limitations.
- Stay current with diverse and relevant aviation publications.
- Incorporate a periodic review of recent accidents and incidents, including local trends, into your testing scenarios, focusing on probable causes.
- Maintain mastery of applicable written and flight test standards.
- Maintain currency that exceeds minimum regulatory requirements and professional standards.
- Avoid testing maneuvers in busy airspace or over congested areas.
- Attend and actively participate in local safety seminars and forums.
- Advocate and participate in the WINGS program to achieve greater proficiency and safety.

\*\*

**IV. Security****Designated Pilot Examiners should:**

- a. seek to maintain the security of all persons and property,**
- b. remain vigilant and immediately report suspicious, reckless, or illegal activities,**
- c. become familiar with the latest security regulations, and**

**d. avoid special-use airspace except when approved or necessary in an emergency.**

**Explanation:** Threats to security demand action. This Section addresses the DPE's role in promoting security awareness and preventing criminal acts.

**Sample Recommended Practices:**

- DPEs should check NOTAMS thoroughly during preflight preparation, and obtain updates during long flights, with emphasis on NOTAMS for airspace restrictions.
- Maintain familiarity with intercept procedures.
- Complete required security training annually.
- Report security concerns to the appropriate authorities.
- To help avoid special use airspace, consider the use of ATC radar advisories.
- Query applicant regarding hazardous materials and weapons in their luggage or on their person.
- Evaluate familiarity with the means to report and deter suspicious activities, such as AOPA's *Airport Watch* (866-GA-SECURE / 866-427-3287).

\*\*

## V. Environmental Issues

**Designated Pilot Examiners should evaluate applicant's:**

- a. efforts to mitigate the environmental impact of pre-flight, in-flight, and post-flight aircraft operations, and**
- b. efforts to respect and protect environmentally sensitive areas, and adhere to noise-abatement procedures.**

**Explanation:** DPEs should ensure applicant compliance with procedures or guidelines that reduce environmental impacts.

**Sample Recommended Practices:**

- Exercise care and judgement in selecting sites and altitudes for required practical test maneuvers, particularly over populated or noise-sensitive areas.
- Evaluate environmentally sound and legally compliant procedures for fueling, defueling, fuel sampling, and disposal.

- Observe and evaluate environmentally sound and compliant methods for all aspects of aircraft care, especially degreasing, de-icing, and handling hazardous materials.
- Ensure applicant awareness of the noise signature of test aircraft and adherence to noise abatement procedures provided safety is maintained.
- Evaluate applicant familiarity with the impact of aircraft on wildlife, and conformance with recommended practices (such as National Park Service minimum altitudes) when flying near wilderness and other environmentally sensitive areas.

\*\*

## VI. Use of Technology

**Designated Pilot Examiners should:**

- a. understand the operation, features, and limitations of aviation technologies in test aircraft sufficiently to (i) act as safety pilot if required, and (ii) effectively evaluate an applicant's use of the technology,
- b. understand and evaluate the appropriate use of tablets and other portable electronic devices, including management of device failure, and awareness of the potential for misleading information, and
- c. be familiar with the manufacturers' recommendations for simulating in-flight failures of avionics, tablets and other portable electronic devices.

**Explanation:** Innovative, compact, and inexpensive technologies have greatly expanded the capabilities of aircraft. DPE understanding of the proper use of such safety-enhancing technologies is a prerequisite to evaluating an applicant's use and management of such technology.

**Sample Recommended Practices:**

- To act as safety pilot when required, and to evaluate applicant ability, the DPE should be familiar with proper management of navigation and autoflight systems including familiarity with all modes of operation and recovery from unintended activation.
- Be familiar with failure modes of test aircraft avionics including failures of tablets and other portable devices to ensure applicant ability to manage such failures.

- Applicants' individualized methods of managing equipment failure may be acceptable provided such methods are appropriate, effective, and demonstrably safe.

\*\*

## VII. DPE Professionalism and Safety Culture

**Designated Pilot Examiners should:**

- a. **advance and promote aviation safety and adherence to the Code of Conduct,**
- b. **collaborate with local CFIIs to pursue the shared goal of training pilots to fly safely and pass practical tests.**
- c. **volunteer in and contribute to organizations that promote aviation, and use their skills to contribute to society at large,**
- d. **demonstrate appreciation for other aviation professionals and service providers,**
- e. **advance a DPE safety culture that values openness, humility, integrity, positive attitudes, and the pursuit of personal improvement,**
- f. **foster professionalism by example,**
- g. **promote ethical behavior within the DPE community,**
- h. **mentor new and future DPEs, and**
- i. **promote safety education programs.**

**Explanation:** DPEs should commit to the highest levels of professionalism and embrace a culture of safety.

### **Sample Recommended Practices:**

- Strive to adopt and promote the Code of Conduct.
- Adhere to the highest ethical principles in all aviation dealings, including business practices.
- Invite constructive criticism from your fellow DPEs, aviators, and instructors, and provide the same when asked.
- Provide a debrief for the applicant and the instructor to promote improved training.
- Meet with instructors or flight schools periodically to discuss problem areas observed during practical tests. Participate in FAASTeam CFI/DPE Workshops.

- Encourage an “open door” policy with instructors.
- Recognize that DPEs are an important link in management of training quality in their area or organization, and they should discuss training, checking, certification processes and safety issues with the local FAA office and managing specialist.
- Share your aviation training knowledge, experience, and expertise with the industry.
- Serve as an aviation ambassador by providing accurate information, and refuting misinformation, when engaging with the media and the public at large.
- Contribute articles or papers to aviation journals or other media.
- Join and participate in professional aviation organizations.
- Promote, attend and contribute to safety and training programs offered by government or industry, for example, the FAA Pilot Proficiency Program (“WINGS”), the FAASTeam, and SAFE, and provide mentoring through informal discussions and by hosting seminars to present and discuss best practices for training and testing.
- Register at <[www.faasafety.gov](http://www.faasafety.gov)> to receive announcements of safety meetings, literature, and to review appropriate safety courses. Encourage your applicants to do so too.
- Volunteer in support of the aviation industry such as with youth groups and “career days” to share your expertise and enthusiasm.
- Express appreciation to controllers and service personnel for their valuable assistance.
- Seek to resolve disputes quickly and informally.

#### **ADDITIONAL RESOURCES**

- ACS Tips for Evaluators FAA guidance on suggested scenarios and required briefings,  
[https://www.faa.gov/training\\_testing/testing/acs/media/acs\\_tips.pdf](https://www.faa.gov/training_testing/testing/acs/media/acs_tips.pdf)
- Notes for Prospective Implementers helps facilitate Code of Conduct implementation <>.
- Notes for Instructors assists in teaching the Code of Conduct  
[www.secureav.com/Notes-for-Instructors.pdf](http://www.secureav.com/Notes-for-Instructors.pdf).
- Resources to help [insert your organization here] advance DPE skills and promote flight safety are available at <[www.\[your organization\].org](http://www.[your organization].org/)>.
- Annotated Commentary helps interpret the Code of Conduct and provides source materials <[www.secureav.com](http://www.secureav.com)>.

- Further information about the role of DPEs and testing standards is available from the FAA:
  - ❖ FAA DPE page <<https://tinyurl.com/FAA-DPEs>>
  - ❖ 14 C.F.R. Sect. 183.23 Pilot Examiners
  - ❖ FAA Order 8900.2 General Aviation Airman Designee Handbook
  - ❖ FAA Airman Testing Information  
<[https://www.faa.gov/training\\_testing/testing/](https://www.faa.gov/training_testing/testing/)>
  - ❖ FAA Order 8000.95 Designee Management Policy  
<<https://tinyurl.com/y6dzwb9g>>
- The Aviators Model Code of Conduct, the Aviation Maintenance Technicians Model Code of Conduct, the Designated Pilot Examiners Model Code of Conduct, the Flight Instructors Model Code of Conduct, the Glider Aviators Model Code of Conduct, the Helicopter Pilots Model Code of Conduct, the Light Sport Aviators Model Code of Conduct, the Seaplane Pilots Model Code of Conduct, the Student Pilots Model Code of Conduct, the UAS Pilots Code, and other safety publications are available at <[www.secureav.com](http://www.secureav.com)>.

#### **NOTICE**

The [insert your organization's Code of Conduct] is a customized version of the Designated Pilot Examiners Model Code of Conduct. © Aviators Code Initiative. All Rights Reserved. Terms of Use are available at <<http://www.secureav.com>>.

Pilots and the aviation community may use the Code of Conduct as a resource for code of conduct development, although it is recommended that this be supported by independent research on the suitability of its principles for specific or local applications and situations. It is not intended to provide legal advice and must not be relied upon as such.

#### **EDITS, ERRATA, COMMENTS**

The DPEMCC is a living document, intended to be updated periodically to reflect changes in pilot examining practices and the aviation environment. Please send your suggestions, edits, errata, questions, and comments to: <[PEB@secureav.com](mailto:PEB@secureav.com)>.

#### **ACKNOWLEDGMENTS**

The DESIGNATED PILOT EXAMINERS MODEL CODE OF CONDUCT had the benefit of extensive editorial comment and suggestions by a diverse body of the aviation community, and beyond. See "ACKNOWLEDGMENTS" at

<<http://www.secureav.com/ack.pdf>>. The DPEMCC Drafting Team included: Michael S. Baum, Ric Peri, and Don Steinman. The Permanent Editorial Board of the Code of Conduct is presented at <<http://secureav.com/PEB.pdf>>.

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**APPENDIX K****Abbreviations and Acronyms**

<b>Abbreviation/Acronym</b>	<b>Definition</b>
14 CFR	Title 14 of the Code of Federal Regulations
AC	Advisory Circular
ACR	Airman Certification Representative
ACS	Airman Certification Standards
AELS	Aviation English Language Standard
AFS-200	FAA Air Transportation Division
AFS-600	FAA Regulatory Support Division
AFS-800	General Aviation and Commercial Division
AGC	Office of the Chief Counsel
ALPA	Airline Pilots Association
AOPA	Aircraft Owners and Pilots Association
APD	Aircrew Program Evaluator
AQP	Advanced Qualification Program
ARAC	Aviation Rulemaking Advisory Committee
ARC	Aviation Rulemaking Committee
ASI	Aviation Safety Inspector
BPPP	Beechcraft Pilot Proficiency Program
CAMI	Civil Aerospace Medical Institute
CAP	Civil Air Patrol
CAPA	Coalition of Airline Pilots Associations
CFI	Certified Flight Instructors
CLOA	Certificate Letter of Authorization
CSIP	Cirrus Standardized Instructor Pilot
DMS	Designee Management System
DPE	Designated Pilot Examiner
DPERWG	Designated Pilot Examiner Reforms Working Group
DRS	Designee Registration System
EAA	Experimental Aircraft Association
ERAU	Embry Riddle Aeronautical University
FAA	Federal Aviation Administration
FAAST	FAA Safety Team

<b>Abbreviation/Acronym</b>	<b>Definition</b>
FS	FAA Flight Standards Service
FSANA	Flight School Association of North America
FSDO	Flight Standards District Office
FPM	FAASTeam Program Manager
GA	General Aviation
GAJSC	General Aviation Joint Steering Committee
GAMA	General Aviation Manufacturers Association
HAI	Helicopter Association International
IACRA	Integration Airman Certification and Rating Application
ICAO	International Civil Aviation Organization
IFO	International Field Office
KPI	Key Performance Indicators
MOU	Memorandum of Understanding
NAFI	National Association of Flight Instructors
NAS	National Airspace System
NATA	National Air Transportation Association
NVG	Night Vision Goggles
ODA	Organization Designation Authorization
OPR	Office of Primary Responsibility
P.L.	Public Law
PAW	Practical Application Workshop
POA	Plan of Action
POI	Principle Operations Inspector
PTS	Practical Test Standards
QMS	Quality Management System
ROI	Return on Investment
SAE	Specialty Aircraft Examiner
SAFE	Society of Aviation and Flight Educators
SME	Subject Matter Expert
TCE	Training Center Evaluator
TCPM	Training Course Program Manager
UAA	University Aviation Association
Unsat	Unsatisfactory

## APPENDIX L

### Deployment Subgroup Work Product

#### DPERWG Expanded Recommendations - Deployment and Oversight

##### Executive Summary

Applicants, designees, aviation stakeholders, and the FAA have voiced concerns regarding the deployment and oversight of designees for the past several years. This has included concerns of the availability, accessibility, and standardization of DPEs. The following recommendations are intended to improve these concerns.

1. Development of a Formal Mentorship Program (Recommendation 8)
2. Development of a National Oversight Structure (Recommendation 9)
3. Improve, enhance, and promote the FAA Designee Locator (Recommendation 10)
4. Allow Equivalent Pilot-In-Command Medical Requirements for DPEs (Recommendation 11)
5. Categorized and Limit Examinations to Six Testing Events Per Day (Recommendation 12)

The working group believes these recommendations, if accepted and implemented correctly with adequate buy in from the aviation community, the deployment challenges the FAA and industry face should be improved by the measures of effectiveness, described below.

##### Goal

The FAA, with industry input, will provide DPE oversight that continually adapts to the geographic and examination needs of all stakeholders. Through a centralized process, DPEs will be provided easily accessible data, be informed of changes in policy, and be provided timely observations to ensure a qualified and standardized DPE, or equivalent, to properly evaluate an individual or entity to the required standards.

## Expanded discussion of recommendations

Recommendation (including regulation/policy reference, if applicable)	ARAC Charter Task	Desired Outcome (i.e., what will it look like)	Measurement of Effectiveness (as validated against Charter Task)
8) Develop and implement a formal mentorship program utilizing experienced DPEs to serve as a resource for ASIs and especially newly designated DPEs. This will lower the time burden on ASIs and will create a well-trained and standardized designee group for the benefit of the applicant and FAA	<p>a) The working group will focus on the processes and requirements by which the FAA selects, trains, and deploys individuals as designated pilot examiners, and provide recommendations with respect to the regulatory and policy changes necessary to ensure an adequate number of designated pilot examiners are deployed and available to perform their duties (Task #2)-</p> <p>b) Developing and implementing a formal mentoring program/policy will address this task by increasing designee standardization and availability, while providing opportunities to reduce the time</p>	<p>i) A mentorship program should increase standardization, teamwork, institutional knowledge, and efficiency within the DPE community that results in an increased level of safety. This will provide reduced ASI workload and oversight responsibilities, and an increase in the availability to oversee additional designees.</p> <p>ii) A mentorship program should provide experienced DPEs opportunities to mentor during training events to provide insight to the DPE process.</p> <p>iii) The mentorship program should assist with regular meetings to go over current events/issues to increase standardization and improve institutional knowledge.</p> <p>iv) The mentorship program should</p>	<p>(1) Develop, track analyze and aggregate examiner results to ensure the mentorship program is meeting the expectations of the desired outcomes as required under the ARAC Charter Task</p> <p>(2) A decrease in ASI's hourly/daily oversight workload, including, but not limited to, time spent in assisting, monitoring, and observing, after implementation of the mentorship program</p> <p>(3) An increase in retention of well qualified examiners after implementation of the mentorship program</p> <p>(4) A decrease in deviations of DPEs through improved processes and standardization provided by the mentorship</p>

	required for routine ASI oversight responsibilities	provide subject matter expertise and experience that benefits both designees and ASIs.  v) The mentorship program should enhance safety and standardization through the FAA WINGS Pilot Proficiency program to ensure adequate DPE availability (see Appendix E)  vi) An Advisory Circular (AC) should be developed by the FAA, in partnership with industry, that lays out the structure, terminology and responsibilities of the mentorship program, and is guided by the desired outcomes outlined in this report	program (e.g., less variations between regional offices)  (5) An increase in DPE adherence with ACS/PTS standards.  (6) A decrease in the time needed to train and approve DPEs
<b>Recommendation (including regulation/policy reference, if applicable)</b>	<b>ARAC Charter Task</b>	<b>Desired Outcome (i.e., what will it look like)</b>	<b>Measurement of Effectiveness (as validated against Charter Task)</b>
9) Develop and implement a national level oversight program that focuses on the selection, training, deployment, and oversight of DPEs	a) The working group will focus on the processes and requirements by which the FAA selects, trains, and deploys individuals as designated pilot examiners, and provide recommendations with respect to	i) Establish a specialized national program consisting of FAA staff that addresses specific DPE issues involving selection, training, deployment, and oversight, while utilizing local FSDO input and feedback	(1) An increase in standardization, consistency, and fairness through guidance from a national level program, while ensuring flexibility and input at the local and regional levels representing diverse and large numbers of FSDOs

	<p>the regulatory and policy changes necessary to ensure an adequate number of designated pilot examiners are deployed and available to perform their duties (Task #2)</p>	<p>ii) Create a formal line of communication for the utilization of FAAST Team members and regional DPEs to provide local knowledge and resources to the national program</p> <p>iii) Create a centralized forum, etc. for DPEs to receive information (e.g., for new maneuvers, changes to ACS, etc.) through forums such as newsletters targeted at "HOT Topics" and time-sensitive training</p> <p>iv) Develop and implement programs to improve the efficiency of selecting, training, and deployment of ASI's for low volume/low density categories of examiners, but can flexibly adapt to all examiner categories</p> <p>v) Develop and embrace opportunities and technology to improve the efficiency of ASI education and training needed to fully qualify an ASI to perform oversight duties</p>	<p>(2) A decrease in the number/percentage of yearly core and "hot topic" issues determined by the national program from industry input to drive year-over-year safety</p> <p>(3) An increase in standardization based on feedback from FSDOs, AFS-640, and the newly created national panel</p> <p>(4) An increase in the availability and deployment of communities of low activity/density examinations based on the examining category and geographic areas of testing</p> <p>(5) An increase in expertise (mentoring), efficiency, and reduced time required for oversight responsibilities</p>
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		<p>vi) Develop a national level specialized ASI office that provides remote (and/or in person) oversight necessary to ensure adequate deployment for lower volume/lower density examiners, but can also supplement all categories examiners in times of higher applicant demand</p> <p>vii) Expand and implement Organizational Designation Authority (ODA) for narrow, specialized, and unique operations, e.g., seaplane, and for high volume training centers</p> <p>viii) When approvals to complete segmented examinations are requested by designees (i.e., oral and flight, due to unexpected weather, or maintenance) ensure consistent, flexible, and transparent decisions are made and tracked (via DMS) between all FSDOs and Managing Specialists. Doing so will provide a process to ensure consistent application of</p>	
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		<p>allowing segmented examinations between designees.</p> <p>ix) The National Oversight Program should require designees to enter the reason for examination cancellations into DMS for quality control and deployment purposes.</p> <p>x) Create a policy that provides flexibility to allow, with the applicant's and designee's concurrence, for continuance of an examination and flight if a failure occurs within the oral portion of the practical test<sup>1</sup></p> <p>xi) Create a policy that allows the applicant's instructor to observe the oral with prior coordination</p> <p>xii) The FAA should establish a panel of well-respected DPEs to peer review "for</p>	
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<sup>1</sup> Some subgroup participants had reservations with allowing a continuance of an examination if a failure occurs within the ground portion of the practical test. These participants developed a survey to gather feedback from relevant stakeholders on their opinions of the proposed desired outcome. The results can be found here:

<https://1drv.ms/b/s!AnrxPFA844E5E9aXgQN2q7929Q8?e=Y63DPY>

		<p>cause terminations" and consider national deployment/oversight resources before pursuing "not for cause" terminations</p> <p>xiii) Enable designees to complete examinations that they are qualified for in 142 center simulators</p> <p>xiv) Provide an endorsement resource for instructors (e.g., a checklist) to ensure an efficient and accurate entry into IACRA that will allow designees to properly verify and pre-qualify all required endorsements to complete a practical test, but would not excuse the designee's due diligence.</p>	
<b>Recommendation (including regulation/policy reference, if applicable)</b>	<b>ARAC Charter Task</b>	<b>Desired Outcome (i.e., what will it look like)</b>	<b>Measurement of Effectiveness (as validated against Charter Task)</b>
10) Improve, enhance, and promote the FAA's Designee Locator to provide an accurate and centralized platform for all available and	a). The working group will focus on the processes and requirements by which the FAA selects, trains, and deploys individuals as designated pilot examiners, and	i) The Designee Locator should provide an enhanced search function capability to identify designees by category, geographic locations, etc.	<p>(1) A decrease in the time needed to search, contact, and schedule an examination</p> <p>(2) A decrease in the distance needed to travel to</p>

<p>current DPEs by category, locations, etc. that all stakeholders and FAA can utilize.</p>	<p>provide recommendations with respect to the regulatory and policy changes necessary to ensure an adequate number of designated pilot examiners are deployed and available to perform their duties (Task #2)</p>	<p>ii) The search platform should verify, and provide all authorizations and credentials of each designee through the compilation of comparable data (e.g. API) from the DMS database (e.g., what multi-engine aircraft they are qualified in)</p> <p>iii) The FAA should share Designee Locator API information to support industry efforts in the development and deployment of 3rd party scheduling platforms for use by designees and applicants.</p> <p>iv) Determine a reasonable number of days between the date the applicant makes initial contact with an examiner to when the examination is scheduled based on geographical, seasonal, and examination type considerations, and use this metric to help determine an appropriate number of examiners needed nationwide.</p>	<p>complete an examination</p> <p>(3) An increase in the availability and accessibility of DPEs for applicants and Managing Specialists</p> <p>(4) A decrease in the time needed to authorize designees to perform additional category/class/type examinations by Managing Specialists</p> <p>(5) A decrease in the average number of days from the date of sign off in IACRA to the date of the actual examination (based on geographical, seasonal, and examination type considerations)</p>

<b>Recommendation (including regulation/policy reference, if applicable)</b>	<b>ARAC Charter Task</b>	<b>Desired Outcome</b>	<b>Measurement of Effectiveness (as validated against Charter Task)</b>
11) Designees should be allowed to perform examinations with an equivalent level of medical certification that would be necessary for that designee to act as PIC of that aircraft (i.e., If you can act as PIC in the aircraft, then you should be qualified as an examiner (medically))	a) The working group will focus on the processes and requirements by which the FAA selects, trains, and deploys individuals as designated pilot examiners, and provide recommendations with respect to the regulatory and policy changes necessary to ensure an adequate number of designated pilot examiners are deployed and available to perform their duties (Task #2)	i) Maintain an equivalent level of safety by permitting examinations to be completed with an equivalent level of medical certification that would be necessary for that designee to act as PIC.  ii) Retain current infrastructure and improve efficiency through increased recruitment and improved standardization through reduced turnover, therefore providing for continued safety within the designee system.	(1) An increased availability of designees for applicants, especially for low density/low volume, and specialty examinations  (2) A decrease in turnover and training costs with increased long-term retention of experienced designees  (3) A decrease in FAA medical processes and procedures required by designees to opt for BasicMed, rather than an aeromedical examiner.
<b>Recommendation (including regulation/policy reference, if applicable)</b>	<b>ARAC Charter Task</b>	<b>Desired Outcome (i.e., what will it look like)</b>	<b>Measurement of Effectiveness (as validated against Charter Task)</b>
12) Due to safety and quality concerns, a designee should be limited to complete six activities per day	a) In response to P.L. 115-254, the working group will make recommendations with respect to the regulatory and policy changes if necessary to	i) All oral and flight examinations should be each considered separate events ("activities"), and each designee should be limited to six activities per day.	(1) An increase in utilization for designees to perform an optimal amount of activities safely in a day  (2) Maintain the same, if not greater,

	<p>allow a designated pilot examiner perform a daily limit of 3 new check rides with no limit for partial check rides and to serve as a designated pilot examiner without regard to any individual managing office (Task #3)</p>	<p>ii) Calculate the average length of all types of examinations to create a factored/weighted activity consideration for those examinations that may require more significantly time to complete (e.g., CFI initial).</p>	<p>oversight capabilities, while providing increased flexibility to both designees and applicants</p>
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## APPENDIX M

### DPERWG MEMBER BIOS

#### **Sean Elliott – EAA, Working Group Chair**

Sean is EAA's Vice President of Advocacy and Safety. In his role as part of the EAA Senior Leadership Team, Sean is responsible for EAA's Government Affairs and all of EAA's Flight Operations. Several of the aircraft that Sean is qualified to fly include: EAA's North American T-6, Socata TBM 900, Douglas DC-3 (type rated), Boeing B-17 (type rated), North American B-25 (type rated), Boeing B-29 (SIC) and N-P64 (Experimental Authorization). Sean's credentials include holding an Airline Transport Pilot Certificate, FAA Designated Pilot Examiner (SAE), over 8700 hours of Pilot in Command time, and over 5500 hours of dual instruction given. He holds CFI, CFII, CFMEI, Gold Seal, AGI, and IGI.

#### **Adam Barkley – Independent/FSANA Member**

Adam has over 5 years of experience as a 14 C.F.R. § 141 Chief Instructor and is currently the Chief Instructor of two Part 141-approved flight schools and 3 satellite campuses located in California, Arizona, Texas, and Florida. He also has over 6 years of experience flying under 14 C.F.R. § 135, with type-ratings in a G150, LR-JET, and RA-390S.

#### **Jason Blair – Independent/FSANA Member, DPERWG Sub Group Leader**

Jason Blair is a FAA Designated Pilot Examiner (DPE) providing testing for pilots in both general aviation and commercial pilot training environments. He has been a FAA DPE since 2007, an active CFI since 2001 and flying since 1993. He has worked with and for a number of aviation associations with the work focusing on pilot training and testing. He is also an aviation writer and has had works published in a number well known aviation publications.

#### **Paul Cairns – ERAU**

Paul is the assistant chief flight instructor at Embry-Riddle Aeronautical University in Daytona Beach, Florida. He serves as the manager of flight standards for the school. His primary responsibilities include the leadership of the school's team of check instructors and training center evaluators, development of the school's aircraft standardization manuals, standard operating procedures, checklists,

and training materials, and training and evaluating of the school's flight instructors. Of particular interest to this working group is his experience in training, testing, and standardizing new check instructors and TCEs in preparation for service as FAA-approved evaluators. He has served as a designated Part 141 check instructor and Part 142 TCE for nearly 14 years, has conducted hundreds of individual practical test and evaluation activities, and has accumulated nearly 1,000 hours as an evaluator.

### **Lisa Campbell – FSANA Board Member**

S. Lisa Campbell is the founder and director of Air-Mods Flight Academy in Robbinsville, NJ, sitting Chairman of the Board of FSANA and member of NJAEC, OCVTS and WAI. These relationships have provided the honor of participation in improving the aviation training community through several projects, from AeroCamp to ARAC, including the FSANA DPE working group, beginning 2018. Joining Civil Air Patrol led to a passion of providing Aviation Career Awareness and Counseling, which laid the foundation to build her Flight Academy from the ground up, (literally).

### **Chris Cooper – AOPA, DPERWG Sub Group Leader**

Christopher (Chris) Cooper is Senior Director, Regulatory Affairs at the Aircraft Owners and Pilots Association (AOPA) where he is responsible for the development and implementation of regulatory and policy initiatives involving pilot certification, aircraft continued airworthiness, and emerging technologies. Additionally, Chris represents AOPA on multiple FAA and industry committees; including the Aviation Rulemaking Advisory Committee (ARAC). Chris has long been passionate about the aviation industry since earning his private pilot certificate in high school. He continued his flight training and education at the University of North Dakota, followed by a diverse employment history in the aviation industry prior to AOPA. Chris is an Airline Transport Pilot with type ratings in the EMB-145 and LR-JET, a Certified Flight Instructor, a Part 107 remote pilot, and he remains an active pilot, educator, and mentor.

### **Mark Dilullo – Threshold Aviation Group, DPERWG Sub Group Leader**

Mark DiLullo is the founder of the Threshold Aviation Group ("TAG"), based in Chino, California and has been the driving force in TAG's success for over 30 years. He serves as the Chief Executive Officer of the Group's wholly owned

subsidiaries, Aviation Maintenance Group, Inc., Threshold Technologies, Inc., and TAG GLOBAL. While TAG was heavily modifying a Gulfstream II for a NASA Research Project, He was named as the Chief Pilot for the program which was identified as the "High Ice Water Content" ("HIWC") Research Program. In addition to developing his aviation businesses, He is certified in 35 different aircraft types such as the F-5 Freedom Fighter, all Gulfstream Jets, and many business jets – including Boeing 737, 747-400, and 777 aircraft. He has issued more than 2500 pilot certificates as a Designated Pilot Examiner and has maintained his designation for over 20 years. He holds authorization to conduct practical tests from the Private Pilot level through Initial Type Ratings in many business jet aircraft.

### **Jon Dodd – CAPA**

Jon Dodd serves as the Training Committee Chair for CAPA (Coalition of Airline Pilots Associations). He is a 30-year Captain at Horizon Air where he serves as the union Safety Committee Chair. He is active in ASAP, FOQA, LOSA and AQP duties including CRM/TEM Instructor along with the Training and Calibration of Check Pilots and Instructors. He is also a certified Just Culture Champion. His past aviation experience includes §135, §91 corporate, state forestry fire watch and §61 and 141 CFI/II/MEI. He also served as a FAA Designated Written Test Examiner and a certified NWS Weather Observer. Prior to that he served in the US Army as an OH-58 Helicopter Crewchief.

### **Mark Ducorsky – Independent CFI/DPE**

Mark Ducorsky began flying in 1973, is a flight instructor for over thirty years and given over 7,000 hours of flight and ground instruction throughout North America. Mark was the 2016 District and Region Flight Instructor of the Year. In 2017 he was honored again being the District, Region and National FAA FFASTeam Representative of the Year. He possesses his Airline Transport Pilot certificate, Flight Instructor – Airplane for single and multi-engine airplanes, Flight Instructor – Instrument, Flight Instructor – multi-engine and Flight Instructor – Glider ratings. Mark is a Designated Pilot Examiner in single and multi-engine airplanes and gliders. Mark has served previously as a check pilot and Chief instructor in part 141 operations, ran aviation scholarships, has served on various aviation and philanthropic related Boards, and founded the Safeflight Alliance. He is 100% accident and violation free in 45+ years of flight and looks forward to learning every day.

**Dan Fluke – ALPA**

Daniel Fluke is a representative of the Air Line Pilots Association (ALPA), a current United Airlines pilot, and volunteer on the United Airline's MEC Training Committee. He has previously served as a Part 121 Chief Pilot and Instructor having mentored both current and new-hire pilots, while also developing Part 121 AQP coursework. He upholds the foundation of a safety-first culture and assists in structuring an effective, standardized training process for Part 121 Flight Operations. As an ALPA representative, Daniel carries the mission of ensuring the best training for industry pilots and advancing safety through all segments of aviation.

**Jonathon Freye – NATA**

Jonathon Freye was selected as a member of the DPERWG. Mr. Freye attended several DPERWG project meetings. Mr. Freye did not provide any final input to the DPERWG report.

**Stephen Gatlin – Pan Am International Flight Academy**

Stephen has been a licensed pilot since the age of 17 having learned to fly in Miami, Florida. As a graduate of The Ohio State University, He became very active as a career ground instructor teaching Private, Commercial and Instrument ground schools including countless hours teaching in a GAT-1 flight simulator. He later moved on teaching CRM and systems at a major airline having early retired at the age of 45. Since then, He has taught ground school in a part 141 environment and B737 and A320 systems at a part 142 training center. He has owned both a Cessna 152 and Piper Warrior and enjoyed the short hops over to the Bahamas for a relaxing day at the beach. He is active in the FAA FAASTeam having presented countless seminars and presentations on flight training and flight training devices.

**Zac Noble – HAI**

Helicopter Association International, Director of Maintenance and Technology  
Zac has 37 years' experience as a dual rated Airline Transport Pilot and dual rated Certified Flight Instructor and Instrument Instructor. Prior to joining HAI, he was a company training captain and check airman for a large air medical helicopter company.

**Randy Rowles – HAI**

Randy Rowles has been a FAA pilot examiner for more than 25 years for all helicopter certificates and ratings. He holds a FAA Gold Seal Flight Instructor Certificate, MBA from Texas Christian University, and was the 2013 recipient of the HAI Flight Instructor of the Year Award. Rowles is the owner/president of Helicopter Institute in Fort Worth, Texas.

**David Sullivan – Independent DPE**

Dave Sullivan serves as a Designated Pilot Examiner for Lighter than Air, Free Balloon applicants, working out of the Atlanta, Georgia area and serving the Southeast portion of the United States. A former Army helicopter pilot and instructor pilot, he has been flying balloons since 1974. Dave is frequently called upon by the FAA to provide expertise and counsel for matters pertaining to the balloon community; he was the lead technical writer for the FAA's Balloon Flying Handbook, published in 2007. Dave and his family own and operate a certificated balloon repair facility, hold several Parts Manufacturing Approvals (PMAs), as well as holding the Supplemental Type Certificate for the Digitool DBI3 line of instruments for hot air balloons.

**Tim Tucker – Robinson Helicopter Company**

A retired Army aviator who spent 35 years as the Chief Instructor of the Robinson Helicopter Company, the largest manufacturer of civilian helicopters. The factory Safety Course he teaches has had over 18,000 attendees and he has conducted over 120 helicopter safety courses in 30 countries. He holds 17 foreign pilot licenses. As Designated Pilot Examiner (helicopter private – ATP) since 1983, he has conducted over 8000 practical tests in 15 different helicopter models. He received the FAA's Wright Brothers Master Pilot award in 2020.

**Authorized Observers**

Maryanne DeMarco – CAPA

Lauren Haertlein – GAMA

Shawn Knickerbocker – Independent CFI/DPE