United Kingdom

Civil Aviation Authority

Official Record Series 9

CAA Decision to adopt Acceptable Means of Compliance and Guidance Material pursuant to Article 76(3) UK Reg (EU) 2018/1139

DECISION No. 0052

Publication date: 18 July 2025

Decision adopting Acceptable Means of Compliance (AMC) and Guidance Material (GM) for UK Regulation (EU) 2018/1976

Background

1. Statutory Instrument (SI) 2025 No. 878, The Aviation Safety (Amendment) (No.2) Regulations 2025 laid before Parliament on 16 July 2025, amended UK Regulation (EU) No 2018/1976 with regards to the licensing and training requirements for pilots engaged in operations with sailplanes and touring motor gliders.

2. By this decision the Civil Aviation Authority ("the CAA") is amending and adopting the relevant AMC as means by which the requirements of UK Regulation (EU) No 2018/1976 may be met. This decision also amends and adopts the relevant GM as non-binding explanatory and interpretation material.

Decision

3. The CAA, under Article 76(3) of UK Regulation (EU) 2018/1139, has decided to amend and adopt the AMC and GM attached at Schedule 1.

4. This AMC and GM supplements and/or replaces that which was adopted for UK Reg (EU) No 2018/1976 Annex 3 Part-SFCL by CAA UK-EU Transition Decision No. 1 dated 22 December 2020.

5. The AMC and GM attached at Schedule 1 to this Decision comes into force on 15 September 2025.

6. This Decision will remain in force unless revoked or amended by the CAA.

Definitions

7. All references to Regulations are to assimilated law pursuant to the Retained European Union Law (Revocation and Reform) Act 2023.

Rob Bishton
For the Civil Aviation Authority

Date of Decision: 18 July 2025
Date of Decision Coming into force: 15 September 2025

Schedule 1

Includes the Guidance Material (GM) referenced below.

The text of the amendment is arranged to show deleted text, new or amended text as shown below:

(a) ~~Text to be deleted is shown struck through~~;

(b) New text is highlighted in grey;

(c) ~~Text to be deleted is shown struck through~~ followed by the replacement text which is highlighted in grey.

(d) […] Text not shown for brevity

UK Regulation (EU) 2018/1976, Sailplanes

AMC1 SFCL.050 SPL – Recording of flight time

GENERAL

(a)(2)(viii) details on pilot function, namely PIC, including solo, dual, BI(S), FI(S) or flight examiner (sailplane) FE(S); and

(b)(iii) Holders of a~~n~~ BI(S) or FI(S) certificate may log as PIC all flight time during which they act as an instructor in a sailplane.

AMC1 SFCL.130 SPL – Training course and experience requirements

THEORETICAL KNOWLEDGE INSTRUCTION FOR THE SPL

(a) General

The training should cover aspects related to non-technical skills in an integrated manner, taking into account the particular risks associated with the licence and the activity. The theoretical knowledge instruction provided by the declared training organisation (DTO) ~~or~~ , approved training organisation (ATO) or Gliding Club should include a certain element of formal classroom work but may also include other methods of delivery — for example, interactive video, slide or tape presentation, computer-based training and other media distance-learning courses. The training organisation responsible for the training has to check whether all the appropriate elements of the training course of theoretical knowledge instruction have been completed to a satisfactory standard before recommending the applicant for the examination.

(b) Syllabus The following table contains the syllabus for theoretical knowledge instruction for the SPL:

Syllabus for theoretical knowledge instruction for the SPL

1	**Air Law and ATC Procedures**
1.1	International law: conventions, agreements and organisations
1.2	Airworthiness of aircraft
1.3	Aircraft nationality and registration marks
1.4	Personnel licensing
1.5	Rules of the air
1.6	Procedures for air navigation: aircraft operations
1.7	Air traffic regulations: airspace structure
1.8	Air traffic service (ATS) and air traffic management (ATM)
1.9	Aeronautical information services (AIS)
1.10	Aerodromes, external take-off sites
~~1.11~~	~~Search and Rescue~~
~~1.12~~	~~Security~~
1.13~~1~~	Accident Reporting
1.14~~2~~	National Law
1.13	ICAO Flight Plan (ATS Flight Plan)
2	**Human Performance**
2.1	Human factors: basic concepts
2.2	Basic aviation physiology and health maintenance
2.3	Basic aviation psychology
2.4	Use of oxygen
3	**Meteorology**
3.1	The atmosphere
3.2	Wind
3.3	Thermodynamics
3.4	Clouds and fog
3.5	Precipitation
3.6	Air masses and fronts
3.7	Pressure systems
3.8	Climatology
3.9	Flight Hazards
3.10	Meteorological information
4	**Communications**
4.1	Definitions
4.2	VFR communications
4.2.1	VFR communication at uncontrolled airfields
4.2.2	VFR communication at controlled airfields
4.2.3	VFR communication with ATC (en-route)
4.3	General operating procedures
4.4	Relevant weather information terms (VFR)
4.5	Action required to be taken in case of communication failure
4.6	Distress and urgency procedures
4.7	General principles of VHF propagation and allocation of frequencies
5	**Principles of Flight**
5.1	Aerodynamics (airflow)
5.2	Flight Mechanics
5.3	Stability
5.4	Control
5.5	Limitations (load factors and manoeuvres)
5.6	Stalling and spinning
5.7	Spiral dive
5.8	Speed polar of sailplanes or cruising speed

6	**Operational Procedures**
6.1	General requirements
6.2	Launch methods
6.3	Soaring techniques
6.4	Circuits and landing
6.5	Outlanding
6.6	Special operational procedures and hazards
6.7	Emergency procedures
6.8	Emergency parachute operation and landing
~~7~~	~~**Flight Performance and Planning**~~
~~7.1~~	~~Mass and balance~~
~~7.2~~	~~Speed polar of sailplanes or cruising speed~~
~~7.3~~	~~Flight planning and task setting~~
~~7.4~~	~~ICAO Flight Plan (ATS Flight Plan)~~
~~7.5~~	~~Flight monitoring and in-flight re-planning~~
~~8~~ 7	**Aircraft General Knowledge, Airframe and Systems and Emergency Equipment**
~~8.1~~ 7.1	Airframe
~~8.2~~ 7.2	System design, loads and stresses
~~8.3~~ 7.3	Landing gear, wheels, tyres and brakes
~~8.4~~ 7.4	Mass and balance
~~8.5~~ 7.5	Flight Controls
~~8.6~~ 7.6	Instruments
~~8.7~~ 7.7	Rigging of aircraft, connection of control surfaces
~~8.8~~ 7.8	Manuals and documents
~~8.9~~ 7.9	Airworthiness and maintenance
~~8.10~~ 7.10	Airframe, engine and propellers
~~8.11~~ 7.11	Water ballast systems
~~8.12~~ 7.12	Batteries (performance and operational limitations)
~~8.13~~ 7.13	Emergency parachutes
~~8.14~~	~~Emergency bail-out aid~~
~~9~~ 8	**Navigation**
~~9.1~~ 8.1	Basics of navigation
~~9.2~~ 8.2	Magnetism and compasses
~~9.3~~ 8.3	Charts
~~9.4~~ 8.4	Dead reckoning navigation
~~9.5~~ 8.5	In-flight navigation
~~9.6~~ 8.6	Use of GNSS
~~9.7~~ 8.7	Use of ATS
8.8	Flight planning and task setting
8.9	Flight monitoring and in-flight re-planning

AMC2 SFCL.130 SPL – Training course and experience requirements

FLIGHT INSTRUCTION FOR THE SPL:

(c) Syllabus of flight instruction

(5) List of exercises

Note (Exercise 10): If a sailplane suitable for spin training is not available, at least items (i), (ii), and (vii) and (viii) should be satisfactorily completed before solo. Items (i) to (ix) are required to complete the SPL training course (SFCL.130 SPL (a)).

Exercise 10: Recognition and avoidance of spins and spiral dives
(i) safety checks;
(ii) stalling and recovery at the incipient spin stage (stall with un-commanded roll/wing drop to about 45 ° and associated yaw);
(iii) recognition of entry into fully developed spins;
(iv) recognition of full spins;
(v) standard spin recovery;
(vi) instructor induced distractions during the spin entry
(vii) recognition of spiral dives;
(viii) spiral dive recovery; and
(ix) differentiation between spins and spiral dives.

Note: Consideration of manoeuvre limitations and the need to refer to the sailplane flight manual and mass and balance calculations.

Exercise 11c: Self Launch
(i) review of the flight manual for the sailplane used;
(ii) engine extending and retraction procedures;
(iii) engine starting and safety precautions;
(iv) pre-take-off checks;
(v) in-flight engine start checks;
(vi) noise abatement procedures;
(vii) checks during and after take-off;
(viii) into wind take-off;
(ix) crosswind take-off;
(x) power failures and procedures including partial power loss;
(xi) abandoned take-off;
(xii) maximum performance (short field and obstacle clearance) take-off;
(xiii) short field take-off, soft field procedure or techniques and performance calculations;
(xiv) in-flight retraction of engine and engine cooling;

(xv) propeller drag;
(xvi) effects of reduction and increase of power;
(xvii) pitch nose-up tendency in case of engine shutdown (in case of over-wing propeller installation);
(xviii) approach with extended retractable engine inoperative (may be simulated by extended airbrakes);
(xix) decision process and reasons to terminate the soaring flight and to switch to powered flight; and
(xx) decision process and reasons for not starting the engine and to end the flight as a non-powered sailplane.

GM1 SFCL.130 SPL - Training course and experience requirements

PICs of self-sustainer power units should ensure that if the power unit does not perform as described in the aircraft flight manual (AFM), the PIC should revert to flying the sailplane as unpowered, taking into consideration the additional drag of any extended powerplant and/or propeller.

GM2 SFCL.130 SPL - Training course and experience requirements

Exercise 17b should include in-flight navigation with chart and compass and GNSS ‘moving map’.

AMC1 SFCL.135 SPL – Theoretical knowledge examinations

(a) The theoretical knowledge examinations for the SPL follow the syllabus for theoretical knowledge instruction for the SPL set out in AMC1 SFCL.130.

(b) The examinations should be in written form. However, for the subject Communications practical classroom testing may be conducted.

(c) The examinations should comprise a total of 120 multiple-choice questions, covering all the subjects, with the following arrangements for questions: ~~and allocated time per subject:~~

Subject	Number of Questions	~~Duration (in minutes)~~
Air Law	20	~~40~~
Human Performance	1~~0~~2	~~20~~
Meteorology	~~20~~ 12	~~40~~
Communications	1~~0~~2	~~20~~
Navigation	20	~~75~~
Principles of Flight*	1~~0~~2	~~20~~
Operational Procedures*	1~~0~~2	~~20~~
~~Flight Performance and Planning*~~	~~10~~	~~20~~
Aircraft General Knowledge*	~~10~~ 20	~~20~~

(d) The~~se~~ ~~four~~ subjects may be combined in one single examination paper that comprises the specified number of ~~10~~ questions per subject ~~(40 in total) and has a duration of 80 minutes.~~
~~In any case, the pass rate as per point SFCL.135(c)(1) needs to be achieved for each subject.~~

(e) If the subjects above are combined into one examination, then this can be completed in sections over several days.

(~~d~~f) The period of 18 months mentioned in point SFCL.135(c)(3) should be counted from the end of the calendar month when the applicant first passed an examination or a section.

(~~e~~ g) The competent authority should inform applicants of the language(s) in which the examination will be conducted.

AMC1 SFCL.145 SPL – Practical Skill Test

[…]

(d) CONTENT OF THE SKILL TEST
(1) The following skill test contents and sections should be used for the skill test for the issue of an SPL in a sailplane, excluding TMGs: Note: Use of checklist(s), airmanship, control of sailplane by external visual reference, look-out procedures etc. apply in all sections.

Skill test contents and sections for the skill test for the issue of an SPL in a sailplane, excluding TMGs	
SECTION 2C: SELF-LAUNCH (powered sailplanes only)	
A	ATC compliance (if applicable)
B	Aerodrome departure procedures
C	INITIAL ROLL AND TAKE-OFF CLIMB
D	Look-out and airmanship during the whole take-off
E	Simulated engine failure after take-off
F	Simulated partial power loss
~~**F**~~ **G**	Engine shut down and stowage

[…]

Skill test contents and sections for the skill test for the issue of an SPL in a TMG	
SECTION 5: ABNORMAL AND EMERGENCY PROCEDURES	
A	Simulated engine failure after take-off
B	*Simulated forced landing
C	*Simulated precautionary landing
D	Simulated emergencies
E	Oral Questions

GM1 SFCL.145 SPL - Practical Skill Test

SKILL TEST FOR THE ISSUE OF AN SPL IN A TMG

Simulated emergencies – This may include a simulated partial loss of power during or immediately after take-off, during the enroute section or the circuit and landing at the aerodrome. This may also include items from the emergency section of the Pilot Operating Handbook, Flight Manual or aircraft checklist or simulated abnormal conditions introduced by the examiner. Some abnormal/emergency procedures may be covered on the ground by oral examination.

AMC1 SFCL.150(b) SPL – Sailplane and TMG Privileges

EXTENSION TO TMG PRIVILEGES

(a) Once the training set out in this AMC is completed, the ATO ~~or the~~ ,DTO or Gliding Club should issue a certificate of satisfactory completion of the training.

(b) Theoretical knowledge: In preparation for the demonstration of additional theoretical knowledge as stipulated in point SFCL.150(b)(2), the training course at an ATO ~~or at an~~, DTO or Gliding Club should include theoretical knowledge instruction that should at least cover the revision or explanation of:

[…]

Exercise 8a:

Slow flight

Note: The objective is to improve the pilot's ability to recognise inadvertent flight at critically low speeds and provide practice in maintaining the TMG in balance while returning to normal air speed.
(i) safety checks;
(ii) ~~introduction to slow flight;~~ recognition of the characteristics of slow flight;
(iii) controlled flight down to critically slow air speed; and (iv) application of full power with correct attitude and balance to achieve normal climb speed.

Exercise 9/10e: Emergencies

(i) abandoned take-off;
(ii) engine failure after take-off;
(iii) mislanding and go-around;
(iv) missed approach.
(v) partial power loss

[…]

Exercise 15c: Radio Navigation (Basics)

(i) Use of GNSS, VFR Moving Map devices or VOR/NDB:
    (A) selection of waypoints;
    (B) to or from indications or orientation; and
    (C) error messages;
(ii) Use of VHF/DF and other radio facilities, as available:
    (A) availability, AIP and frequencies;
    (B) R/T procedures and ATC liaison; and

(C) obtaining a QDM and homing; and
(iii) Use of en-route or terminal radar:

[…]

AMC1 SFCL.150(e) SPL – Sailplane and TMG Privileges

EXTENSION TO SAILPLANE PRIVILEGES

(a) Once the training set out in this AMC is completed, the ATO ~~or the~~ ,DTO or Gliding Club should issue a certificate of satisfactory completion of the training.

(b) Theoretical knowledge: In preparation for the demonstration of additional theoretical knowledge as stipulated in point SFCL.150(e)(2), the training course at an ATO ~~or at an~~ ,DTO or Gliding Club should include theoretical knowledge instruction that should at least cover the revision or explanation of:

[…]

(5) Navigation

[…]

(iii) GNSS Moving Map

AMC1 SFCL.160 SPL – Recency Requirements

CREDITS FOR FLIGHT TIME COMPLETED ON SAILPLANES AS PER ARTICLE 2 (8) OF AS WELL AS ANNEX I TO THE UK BASIC REGULATION

[…]

(c) or (d) of Annex I to the UK Basic Regulation ~~that is subject to an authorisation specified in point ORA.ATO.135 of Annex VII (Part-ORA) or point DTO.GEN.240 of Annex VIII (Part-DTO) to UK Regulation (EU) No 1178/2011~~.

AMC1 SFCL.200(c)– Aerobatic Privileges

(d) For applicants who already hold basic aerobatic privileges as per point SFCL.200(b), the theoretical knowledge instruction as per point (b) may consist of a repetition of the elements specified in point (b) of AMC1 SFCL.200(b), and the flying training as per point (c) may focus on the dual training and unsupervised solo practice of aerobatic manoeuvres that are outside the scope of the basic aerobatic privileges.

GM1 SFCL.200(c) - Aerobatic Privileges

For each aerobatic manoeuvre that is outside the scope of the basic aerobatic privileges, the unsupervised solo practice should only be flown when dual training for the manoeuvre being practiced solo has been satisfactorily completed, entered in the pilot's logbook, and signed by the instructor.

AMC1 SFCL.205– ~~Sailplane towing and~~ Banner towing rating

TRAINING FOR THE ~~SAILPLANE TOWING AND~~ BANNER TOWING RATING

(a) General: The aim of the towing instruction is to qualify SPL holders with TMG privileges to tow ~~a sailplane or~~ a banner. The theoretical knowledge and flight instruction should cover the relevant elements as set out in this AMC.
~~(b) Theoretical knowledge: towing of sailplanes The theoretical knowledge syllabus for towing of sailplanes should cover the revision or explanation of:~~
~~(1) regulations about towing flights;~~
~~(2) equipment for the towing activity;~~
~~(3) sailplane towing techniques, including:~~
~~(i) signals and communication procedures;~~
~~(ii) take-off (normal and crosswind);~~
~~(iii) in-flight launch procedures;~~
~~(iv) descending on tow;~~
~~(v) sailplane release procedure;~~
~~(vi) tow rope release procedure;~~
~~(vii) landing with tow rope connected (if applicable);~~
~~(viii) emergency procedures during tow, including equipment malfunctions;~~
~~(ix) safety procedures;~~
~~(x) flight performance of the applicable aircraft type when towing sailplanes;~~
~~(xi) look-out and collision avoidance;~~
~~(xii) performance data sailplanes, including: (A) suitable speeds; and (B) stall characteristics in turns;~~
~~(xiii) effects of wake turbulence and downwash on the towed sailplane's performance, handling characteristics and stall speed; and~~
~~(xiv) effects of propeller wash in the initial phase of the take-off roll at crosswind.~~

(b) Theoretical knowledge: banner towing

The theoretical knowledge syllabus for banner towing should cover the revision or explanation of:

(1) regulations about banner towing;
(2) equipment for the banner towing activity;
(3) ground crew coordination;
(4) pre-flight procedures;

(5) banner towing techniques, including:
(i) take-off launch;
(ii) banner pickup manoeuvres;
(iii) flying with a banner in tow;
(iv) release procedure;
(v) landing with a banner in tow (if applicable);
(vi) emergency procedures during tow, including equipment malfunctions;
(vii) safety procedures;
(viii) flight performance of the applicable aircraft type when towing a heavy or light banner; and
(ix) prevention of stall during towing operations.

~~(d) Flying training: towing of sailplanes~~
~~The exercises of the towing training syllabus for towing sailplanes should be repeated as necessary until the student achieves a safe and competent standard and should comprise at least the following practical training items:~~
~~(1) take-off procedures (normal and crosswind take-offs);~~
~~(2) 360 ° circles on tow with a bank of 30 ° and more;~~
~~(3) descending on tow;~~
~~(4) release procedure of the sailplane;~~
~~(5) landing with the tow rope connected (if applicable);~~
~~(6) tow rope release procedure in-flight;~~
~~(7) emergency procedures (simulation); and~~
~~(8) signals and communication during tow.~~

(c) Flying training: banner towing

The exercises of the towing training syllabus for banner towing should be repeated as necessary until the student achieves a safe and competent standard and should comprise at least the following practical training items:

(1) pickup manoeuvres;
(2) towing in-flight techniques;
(3) release procedures;
(4) flight at critically low air speeds;
(5) maximum performance manoeuvres;
(6) emergency manoeuvres to include equipment malfunctions (simulated);
(7) specific banner towing safety procedures;
(8) go-around with the banner connected; and
(9) loss of engine power with the banner attached (simulated).

AMC1 SFCL.315 (a)(8)(ii) BI(S) certificate- Privileges and Conditions

DEMONSTRATION OF ABILITY TO INSTRUCT IN BI(S) TRAINING COURSES

The demonstration of the ability to provide instruction during BI(S) training courses, as required in point SFCL.315(a)(8)(ii), should consist of exercises 1,2,4 and 5 from the BI(S) training course, as selected by the supervising FI(S).

AMC1 SFCL.325: FI(S) and BI(S) competencies and assessment

[…]

PRE-ENTRY ASSESSMENT

The content of the pre-entry assessment should be determined by the ATO ~~or the~~, DTO or Gliding Club, taking into account the experience of a particular candidate. It may include interviews and/or an assessment during a simulated training session with the candidate being in the role of the instructor.

AMC1 SFCL.330(b) FI(S) and BI(S)- Training Course

(a) GENERAL

(1) The aim of the FI(S) and BI(S) training course is to train SPL holders to the level of competence defined in point SFCL.325.

(2) Throughout the training course, its content and structure should allow the student instructor to develop safety awareness by teaching the knowledge, skills and attitudes relevant to the FI(S) or BI(S) task including at least the following:

(i) refresh the technical knowledge of the student instructor;
(ii) train the student instructor to teach, for the FI(S) certificate:
    (A) the ground subjects and air exercises; and
    (B) how to access all related sources of information;
(iii) train the student instructor to teach, for the BI(S) certificate:
    (A) air exercises 1,2,4 and 5 of the SPL syllabus and the relevant theoretical knowledge; and
    (B) how to access all related sources of information;
(iv~~ii~~) ensure that the student instructor's flying is of a sufficiently high standard; and
(~~i~~v) teach the student instructor the principles of basic instruction and to apply them at all training levels.

(3) With the exception of the section on teaching and learning, all the subject details contained in the ground and flight training syllabus is complementary to the SPL course syllabus.

(4) The FI(S) and BI(S) training course should give particular stress to the role of the individual in relation to the importance of human factors in the ~~man-machine~~ human-machine interface as well as in the instructor-student interaction during theoretical knowledge instruction. Special attention should be paid to the applicant's maturity and judgement including an understanding of adults, their behavioural attitudes and variable levels of education.

(5) During the training course, the applicants should be made aware that their own attitudes are key to flight safety. Identifying and avoiding complacency and improving safety awareness should be a fundamental objective throughout the training course. It is of major importance for the training course to aim at giving applicants the knowledge, skills and attitudes relevant to a flight instructor's task.

(b) CONTENT The training course consists of two parts:

(1) PART 1 — THEORETICAL KNOWLEDGE INSTRUCTION

For FI(S) certificate Part 1 includes the training specified in points (ii) and (iii) of point SFCL.330(b).

For BI(S) certificate Part 1 includes the training specified in points (ii) of point SFCL.330(c)

(1). The content of the teaching and learning part of the FI(S) and BI(S) course, as established in AMC1 SFCL.325, should be used as guidance to develop the syllabus for the training specified in point SFCL.330~~25~~(b)(1)(ii) and SFCL.330(c)(1)(ii) respectively for the FI(S) and BI(S) courses.

(2) PART 2 — FLIGHT INSTRUCTION

For FI(S) certificate Part 2 includes the training specified in point SFCL.330(b)(1)(iv) and, as applicable, point SFCL.330(b)(2).

For BI(S) certificate Part 2 includes the training specified in point SFCL.330(c)(1)(iii).

(i) General

(A) The air exercises are similar to those of the SPL training course but with additional items designed to cover the needs of a flight instructor.

(B) The numbering of exercises should be used primarily as an exercise reference list and as a broad instructional sequencing guide. Therefore, the demonstrations and practices need not necessarily be given in the order listed. The actual order and content will depend upon the following interrelated factors:

(a) the applicant's progress and ability;
(b) the weather conditions affecting the flight;
(c) the flight time available;
(d) the instructional technique considerations;
(e) the local operating environment; and
(f) the applicability of the exercises to the aircraft type.

(C) At the discretion of the instructors, some of the exercises may be combined whereas some other exercises may be done in several flights.

(D) It follows that student instructors will eventually be faced with similar inter-related factors. They should be shown and taught how to develop flight lesson plans, taking these factors into account, so as to make the best use of each flight lesson, combining parts of the set exercises as necessary.

(ii) Briefings and debriefings

(A) The briefing normally includes a statement of the aim and a brief allusion to principles of flight only if relevant. An explanation is to be given of exactly which air exercises are to be taught by the instructor and practised by the student during the flight. It should include how the flight will be conducted with regard to who is to fly the aircraft and what airmanship, weather and flight safety aspects currently apply. The nature of the lesson will govern the order in which the constituent parts are to be taught.

(B) The five basic components of the briefing will be:
(a) the aim;
(b) the air exercise(s) (what, and how and by whom);
(c) flight briefing;
(d) check of understanding; and
(e) airmanship.

(C) After each exercise, the student instructor will debrief the FI(S) or BI(S) in the role of the student pilot. The debriefing is to evaluate:
(a) whether the objectives have been fulfilled;
(b) whether the errors are minor or major;
(c) what can be corrected or improved; and
(d) whether the student pilot has reached the required level of competence or the exercise must be done again. The FI(S) or BI(S) instructor will validate the debriefing.

(iii) Planning of flight lessons

The development of lesson plans is an essential prerequisite of good instruction and the student instructor is to be given supervised practice in the development and practical application of flight lesson plans.

(iv) General considerations

(A) The student instructor should complete flight training in order to practise the principles of basic instruction at the SPL level. During this training, the student instructor occupies the seat normally occupied by the FI(S) or BI(S).

(B) The instructor providing this instructor training is normally taking over the role of the student pilot.
(C) It is to be noted that airmanship is a vital ingredient of all flight operations. Therefore, in the following air exercises, the relevant aspects of airmanship are to be stressed at the appropriate times during each flight.
(D) The student instructor should learn how to identify common errors and how to correct them properly, which should be emphasised at all times.

(v) Long briefings (FI(S) only) and air exercises

Exercise 11c: Self launch

(a) Objective

To advise the student instructor on how to teach launching with a self launching sailplane and on how to make sure that the student will manage an aborted launch. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.

(b) Briefing

The student instructor has to explain:
(1) the engine extending and retraction procedures;
(2) the engine starting and safety precautions;
(3) the pre-take-off checks;
(4) the noise abatement procedures;
(5) the checks during and after take-off;
(6) the into wind take-off;
(7) the crosswind take-off;
(8) the procedure in case of power failure, including partial power failures;
(9) the procedure in case of abandoned take-off;
(10) the maximum performance (short field and obstacle clearance) takeoff; and
(11) the short take-off and soft field procedure or techniques and performance calculations.

(c) Air exercise

The student instructor has to demonstrate:
(1) the engine extending and retraction procedures;
(2) the engine starting and safety precautions;
(3) the pre-take-off checks;
(4) the noise abatement procedures;
(5) the checks during and after take-off;
(6) the into wind take-off;
(7) the crosswind take-off;
(8) the power failures and procedures including partial power failures;
(9) the procedure in case of abandoned take-off;
(10) the maximum performance (short field and obstacle clearance) takeoff;

(11) the short take-off and soft field procedure or techniques and performance calculations;
(12) how to teach the student pilot to perform safe self-launches;
(13) how to teach the student pilot to manage an aborted launch (different altitudes); and
(14) how to analyse and correct errors as necessary.

GM1 SFCL.330 (b) FI(S) and BI(S) Training course

Instruction in partial power failures (Exercise 11c)

The teaching of partial power engine failures during or immediately after take-off should emphasise maintaining a safe flying speed and control of the aircraft. It may be appropriate to treat a partial loss of power as a full EFATO, with selection of a landing site beyond the runway.

Recommended items for teaching partial power during Exercise 11c:

1. Identify partial power failure condition;
2. Perform the partial engine failure checks, as per the checklist, Pilots Operating Handbook or Flight Manual;
3. Adjust flight controls to re-establish flight path that maximises performance for partial power condition and maintain a safe airspeed margin above stall speed;
4. Formulate a plan to recover sailplane to a safe landing area or aerodrome, taking into account that partial failure might lead to a full power failure at any time;
5. Manoeuvre the sailplane to a selected landing area or aerodrome using the remaining power to establish an optimal aircraft position for a safe landing;
6. Advise Air Traffic Service Unit, or other agencies capable of providing assistance of situation and intentions;
7. Brief passenger about flight situation, brace position and harness security;
8. Maintain a contingency plan for coping with a full power failure throughout the manoeuvre.

Exercise 17b should include in-flight navigation with chart and compass and GNSS moving map'. Guidance on best practice for the use of VFR Moving Map devices may be found in Safety Sense Leaflet (SSL) 29, at www.caa.co.uk/safetysense

AMC1 SFCL.340 BI(S)- Assessment of competence

GENERAL

(a) The format and application form for the assessment of competence are determined by the competent authority.

(b) The sailplane that is used for the assessment should meet the requirements for training aircraft.

(c) The FE(S) acts as the PIC.

(d) During the assessment of competence, the applicant occupies the seat normally occupied by the instructor. The FE(S) functions as the ‘student’. The applicant should teach the relevant exercises and to teach their conduct to the ‘student’, where appropriate. Thereafter, the ‘student’ executes the same manoeuvres which can include typical mistakes of inexperienced students. The applicant is expected to correct mistakes orally or, if necessary, by intervening physically.

(e) All relevant exercises should be completed within a period of 6 months. However, all exercises should, where possible, be completed on the same day. In principle, failure in any exercise requires a retest covering all exercises, with the exception of those that may be retaken separately. The FE(S) may terminate the assessment at any stage if they consider that a retest is required.

AMC2 SFCL.340 BI(S)- Assessment of competence

CONTENT OF THE ASSESSMENT OF COMPETENCE

(a) The content of the assessment of competence for the BI(S) should be the following:

Section 1: ORAL THEORETICAL KNOWLEDGE EXAMINATION	
1.1	Air Law
1.2	Aircraft General Knowledge
1.3	Human Performance and Limitations
1.4	Meteorology
1.5	Navigation
1.6	Operational Procedures
1.7	Principles of Flight
1.8	Training Administration

Section 2: PRE-FLIGHT BRIEFING	
2.1	Technical Accuracy
2.2	Clarity of Explanation
2.3	Clarity of speech
2.4	Instructional technique
2.5	Student participation

Section 3: FLIGHT	
3.1	Arrangement of demonstration
3.2	Synchronisation of speech with demonstration
3.3	Correction of faults
3.4	Aircraft Handling
3.5	Instructional Technique
3.6	General airmanship and safety
3.7	Positioning and use of airspace

Section 4: POST-FLIGHT DE-BRIEFING	
4.1	Technical Accuracy
4.2	Clarity of Explanation
4.3	Clarity of speech
4.4	Instructional technique
4.5	Student participation

(b) Section 1, the oral theoretical knowledge examination part of the assessment of competence, is conducted in a single part.

(1) The applicant is tested orally by an FE(S) for knowledge of items of Section 1 and the core instructor competencies (teaching and learning content given in the BI(S) training course).

(c) Sections 2, 3 and 4 comprise exercises to demonstrate the ability to be a BI(S) (for example, instructor demonstration exercises) chosen by the FE(S) from the flight syllabus of the BI(S) training course, limited to Exercises 1, 2, 4 and 5. The applicant should demonstrate BI(S) competencies, including briefing, flight instruction and de-briefing. In addition, the BI(S) should demonstrate that they can handle emergency exercises such as Ex 10a, Ex 10b and any launch failure exercise from Ex 11a and 11b depending on the launch method used during the Assessment of Competence, the selection of such exercises is left to the discretion of the FE(S).

AMC1 SFCL.345 FI(S)- Assessment of competence

GENERAL

(a) The format and application form for the assessment of competence are determined by the competent authority.

(b) The sailplane that is used for the assessment should meet the requirements for training aircraft.

(c) The FE(S) acts as the PIC.

(d) During the ~~skill test~~ assessment of competence, the applicant occupies the seat normally occupied by the instructor. The FE(S) functions as the 'student'. The applicant is required to ~~explain~~ teach the relevant exercises and to ~~demonstrate~~ teach their conduct to the 'student', where appropriate. Thereafter, the 'student' executes the same manoeuvres which can include typical mistakes of inexperienced students. The applicant is expected to correct mistakes orally or, if necessary, by intervening physically.

(e) All relevant exercises should be completed within a period of 6 months. However, all exercises should, where possible, be completed on the same day. In principle, failure in any exercise requires a retest covering all exercises, with the exception of those that may be retaken separately. The FE(S) may terminate the assessment at any stage if they consider that a retest is required.

AMC2 SFCL.345 FI(S) – Assessment of competence

CONTENT OF THE ASSESSMENT OF COMPETENCE

(a) The content of the assessment of competence for the FI(S) should be the following:

Section 1: ORAL THEORETICAL KNOWLEDGE EXAMINATION	
1.1	Air Law
1.2	Aircraft General Knowledge
~~1.3~~	~~Flight performance and planning~~
1.~~4~~3	Human Performance and Limitations
1.~~5~~4	Meteorology
1.~~6~~5	Navigation
1.~~7~~6	Operational Procedures
1.~~8~~7	Principles of Flight
1.~~9~~8	Training Administration

GM1 SFCL.360(a)(1)(i) FI(S) certificate- Recency requirements

FREQUENCY OF INSTRUCTOR REFRESHER TRAINING

In order to maintain instructor privileges, point SFCL.360(a)(1)(i) requires FI(S) certificate holders to complete instructor refresher training once in 3 years. However, ATOs ~~or~~, DTOs or Gliding Clubs may decide to provide more frequent internal standardisation/refresher training to their instructors.

AMC1 SFCL.365 (a)(2) BI(S) certificate – Recency requirements

DEMONSTRATION OF ABILITY TO INSTRUCT

(a) The aim of the demonstration flight as per point SFCL.365(a)(2) is to confirm continued instructor competency.

(b) The demonstration flight should be arranged to ensure that the BI(S) being checked demonstrates, on the ground and during at least one flight, knowledge, skills and attitudes relevant to the BI(S) task including at least all of the following:

(1) theoretical knowledge;

(2) ability to teach a sample of air exercises from the SPL training course, limited to exercises 1,2,4 and 5;

(3) a sufficiently high standard of flying;

(4) application of instructing principles; and

(5) application of TEM.

(c) The checking instructor should enter the successful completion of the demonstration flight into the logbook of the applicant.

GM1 SFCL.405(a)- Limitation of privileges in case of vested interests

EXAMINERS WHO PROVIDED INSTRUCTION TO THE CANDIDATE

Point SFCL.405(a) allows an examiner to have been involved, as flight instructor, ~~into~~ up to 50 % of the candidate's required flight instruction. It is recommended that in such cases that 50 % should be spread throughout the course and not performed towards the end of the course. ATOs ~~and~~, DTOs and Gliding Clubs should plan and arrange assignments between instructors and students appropriately.

AMC1 SFCL.415 (a) FE(S) certificate – Privileges and conditions

SPECIFIC TRAINING FOR EXAMINER PRIVILEGES RELATED TO THE BI(S) CERTIFICATE

Specific training for examiner privileges related to the BI(S) certificate should:

(a) be completed under the supervision of an FE(S) who holds the privileges in accordance with point SFCL.415(c); and

(b) include at least all of the following:

(1) the requirements of Part-SFCL for the BI(S) certificate; and

(2) the contents of AMC1 SFCL.340, AMC2 SFCL.340

AMC1 SFCL.430 FE(S) certificate – Standardisation course

(a) GENERAL

(1) When issuing an approval for the conduct of FE(S) standardisation courses to an ATO ~~or a~~, DTO or Gliding Club, the competent authority should monitor the execution of these courses through appropriate oversight measures.

(2) An FE(S) standardisation course should last at least 1 day, divided into theoretical and practical training.

(3) The competent authority, the ATO ~~or the~~, DTO or Gliding Club should determine any further training required before presenting the candidate for the examiner assessment of competence.

GM1 SFCL.430 FE(S) certificate- Standardisation course

PLANNING OF TESTS AND CHECKS

(a) An FE(S) should plan per day not more than:

(1) a total of four skill tests or proficiency checks for the SPL or BI(S) assessment of competence; or

(2) a total of two assessments of competence for the FI(S) or FE(S) certificate.

(b) An FE(S) should plan at least 2 hours for a skill test, proficiency check or assessment of competence, including pre-flight briefing and preparation, conduct of the test, check or assessment of competence, de-briefing, evaluation of the applicant and documentation.

(c) The flight time for the skill test, proficiency check, or assessment of competence must be sufficient to allow that all the test, check or assessment items can be completed. If this is not possible in one flight, additional flights have to be conducted. For the total duration of the flight time for the skill test, proficiency check or assessment of competence, the following values may be used as guidance:

(1) 30 minutes or three launches or take-offs, as applicable, for an SPL skill test ~~or~~, proficiency check or BI(S) assessment of competence;

(2) 45 minutes or four launches or take-offs, as applicable, for an FI(S) assessment of competence.