

### Pilot Licences and Ratings—General

#### General

Civil Aviation Authority (CAA) Advisory Circulars (ACs) contain information about standards, practices, and procedures that the Director has found to be an **acceptable means of compliance** with the associated rule.

Consideration will be given to other methods of compliance that are presented to the Director. When new standards, practices, or procedures are found to be acceptable they will be added to the appropriate AC.

#### Purpose

This AC describes an acceptable means of compliance with requirements related to pilot licences and ratings, to assist applicant(s), to meet the requirements of Civil Aviation Rule Part 61 *Pilot Licences and Ratings*.

#### Related Rules

This AC relates to Civil Aviation Rule Part 61 *Pilot Licences and Ratings*, specifically Subpart A, *General*.

#### Change Notice

Revision 14 makes changes to align with new sections and rule parts under the Civil Aviation Act 2023 (CA Act 2023), minor stylistic updates and updates the section relating to online applications on page 5. It also:

- clarifies the requirements of rule 61.21, *Flight tests*, regarding remedial training and retesting, and where CAA authorisation is required, and
- adds a new Appendix 1, *Guidance for remedial training and CAA authorisation*, so the previous Appendix 1 is now Appendix 2.

**Note:** Section 7.1, Medical Certificates, refers to the CA Act 2023 in the text, but adds a footnote to the equivalent reference in the CA Act 1990.

## Version History

The record of revision(s) to this AC is outlined below.

AC Revision No.	Effective Date	Summary of Changes
AC61-1	20 November 1992	Initial issue of this AC.
AC61-1A	28 August 1998	Replaced AC61-1 and AC61-2.
AC61-1.1	6 October 1998	Replaced AC61-1A.
AC61-1 Rev. 3	9 May 2007	Re-numbered this AC to AC61-1 as part of a project to standardise the numbering of all ACs.
AC61-1 Rev. 4	3 August 2007	Contained details of the language proficiency assessment requirements.
AC61-1 Rev. 5	4 March 2008	Made changes in respect to the implementation date of language proficiency assessment.
AC61-1 Rev. 6	3 November 2011	Updated transition provisions for language proficiency assessments; clarified the pre-requisites for English language assessment for CPL Balloon and Glider; and detailed the acceptable means of providing evidence of knowledge improvement for KDRs.
AC61-1 Rev. 7	20 April 2016	Made minor editorial changes to align with Amendment 11 to Part 61.
AC61-1 Rev. 8	18 October 2017	Made minor editorial changes to align with AC61-20 <i>Pilot Licences and Ratings - Recreational Pilot Licence</i> .
AC61-1 Rev. 9	22 March 2018	Acknowledged that the air law exam required after a BFR has lapsed by 5 years or more is the air law exam appropriate to the level of licence privileges intended to be exercised.
AC61-1 Rev. 10	5 April 2019	Gave additional information on the law exam requirement when rule 61.39 has not been complied with for more than 5 years; and made minor editorial changes to the language proficiency assessment. Changes to the AC were:  Change notice updated  Version history inserted  The numbering system revised  Paragraphs 2.3.2, 10.1.2, 10.1.3 and 10.1.4 amended.

AC61-1 Rev. 11	5 April 2021	Deleted references to an RPL, as the RPL category has been revoked.
AC61-1, Rev. 12	2 October 2023	<p>Provided information on online options for applying for a licence, at section 2.5.</p> <p>Made minor stylistic changes to align with current AC formatting.</p>
AC61-1, Rev. 13	8 April 2024	Added a requirement for evidence of remedial training in the event of a flight test failure, in the section on rule 61.21, <i>Flight tests</i> .
AC61-1 Rev. 14	27 February 2025	<p>Makes changes to align with new sections and rule parts under the CA Act 2023, and minor stylistic updates.</p> <p>Updates the section relating to online applications on Page 5.</p> <p>Clarifies the requirements of rule 61.21, <i>Flight tests</i>, regarding remedial training and retesting and where CAA authorisation is required.</p> <p>Adds a new Appendix 1, <i>Guidance for remedial training and CAA authorisation</i>, so the previous Appendix 1 is now Appendix 2.</p> <p><b>Note 1:</b> Section 7.1, Medical Certificates, refers to the CA Act 2023 in the text, but adds a footnote to the equivalent reference in the CA Act 1990.</p> <p><b>Note 2:</b> On 17<sup>th</sup> March 2025, we added a subtitle CAA Authorisation for ATPL flight test beyond second attempt, to Appendix 1, <i>Guidance for remedial training and CAA authorisation</i>, to clarify the subject of this Appendix.</p>

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## 1. Rule 61.5 Requirement for Pilot Licence and Ratings

### 1.1. Validation Permit for a foreign pilot licence

1.1.1 Rule 61.9, *Validation permit for a foreign pilot licence*, details the issue of a validation permit by the Director.

1.1.2 Information on validation of a foreign pilot licence is available from the CAA website under the Pilots tab.

### 1.2 Trans-Tasman Mutual Recognition Act 1997

1.2.1 The Trans-Tasman Mutual Recognition Act 1997 (TTMRA) permits persons registered for professional occupations in Australia to register for the same occupation in New Zealand. This provides for persons holding professional licences (CPL and ATPL) issued by CASA to have the equivalent New Zealand licence issued by completing the appropriate application in **MyAviation** (explained in more detail in section 2.5, *Online applications*). A New Zealand licence will then be issued if the Act is complied with.

1.2.2 Full details on TTMRA application and registration are available from the CAA website under the Pilots tab.

**Note:** CASA-issued private pilot licences are not covered by the TTMRA.

### 1.3 Recognition of an Overseas Flight Crew Licence and Rating

1.3.1 Information on recognition of overseas flight crew licences and ratings is available from the CAA website under the Pilots tab.

### 1.4 Operation of NZ-Registered Aircraft Overseas

1.4.1 Licensing requirements differ from country to country. Therefore, pilots must ensure they comply with the pilot licensing requirements of the country they are operating in (as applicable) and the relevant New Zealand Civil Aviation Rules as appropriate [see rule 61.5(b)].

### 1.5 Operation of Foreign Registered Aircraft in NZ

1.5.1 Pilots operating foreign registered aircraft must ensure they are aware of the licensing requirements of the country of registry of the aircraft that they are operating. While New Zealand rules allow foreign registered aircraft to operate in New Zealand under certain circumstances [see rule 61.5(c)], these rules do not override the authority of the country of registry in respect of those aircraft.

### 1.6 Category A Flight Instructor—Aircraft Type Ratings

1.6.1 Rule 61.5(o) refers to a Category A instructor holding an aircraft type rating for a single engine aeroplane of similar configuration. The rule does not define what configuration is similar, however the type of single engine configurations that are likely to apply include:

- (a) single engine, fixed pitch, fixed tricycle undercarriage, land aeroplanes.
- (b) single engine, fixed pitch, retractable tricycle undercarriage, land aeroplanes.
- (c) single engine, constant speed, fixed tricycle undercarriage, land aeroplanes.
- (d) single engine, constant speed, retractable tricycle undercarriage, land aeroplanes.

- (e) single engine, fixed pitch, fixed undercarriage tail wheel, land aeroplanes.
- (f) single engine, constant speed, fixed undercarriage tail wheel, land aeroplanes.

**Note:** Before carrying passengers or giving instruction in a single engine aeroplane of a similar configuration, a Category A flight instructor will need to meet the flight experience requirements of this provision as detailed in AC61-10, Pilot licences and ratings – type ratings.

## **2. Rule 61.11 Application and Qualification**

### **2.1 English Language Proficiency Requirements for Pilot Licence Applicants**

2.1.1 Rule 61.11(b) requires an applicant for a pilot licence to have enough ability in reading, speaking, understanding and communicating in the English language to enable the applicant to adequately exercise the privileges of that licence.

2.1.2 The acceptable means of compliance with rule 61.11(b) by all applicants for the issue of an aeroplane or helicopter private pilot licence (PPL), commercial pilot licence (CPL) or air transport pilot licence (ATPL), is by demonstrating proficiency to at least Level 4 (Operational) of the ICAO Language Proficiency Rating Scale and showing the ability to:

- (a) communicate effectively in voice-only (radiotelephone) communications
- (b) communicate on common, work-related topics with accuracy and clarity
- (c) use appropriate communication to exchange messages and to recognize and resolve misunderstandings in a general or work-related context
- (d) handle successfully, and with relative ease, the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine work situation or communicative task with which they are otherwise familiar, and
- (e) use a dialect or accent which is intelligible to the aeronautical community.

2.1.3 This requirement also applies to applicants for a higher aeroplane or helicopter pilot licence applying for a private pilot licence (PPL) or PPL holder applying for a commercial pilot licence (CPL) whose language proficiency has not been assessed.

### **2.2 Language Proficiency Endorsement**

2.2.1 Applicants for an aeroplane or helicopter PPL, CPL or ATPL or other ICAO-recognised licence holders who wish to have a language proficiency level endorsed on their licence, must have demonstrated English language proficiency to at least Level 4 (Operational) in all language categories specified in the ICAO Language Proficiency Rating Scale. Satisfactory evidence of such a demonstration is an assessment credit issued by a delegated service provider.

2.2.2 Applicants for the issue of a pilot licence will have their demonstrated language proficiency level endorsed on the new licence at no added charge. Existing licence holders who demonstrate language proficiency may, upon application to the Director and payment of the applicable licence amendment fee, have their language proficiency level endorsed on their licence.

2.2.3 Licences are endorsed as language proficiency level 4, 5 or 6 in accordance with the respective assessment credit. Language proficiency demonstration currency periods are as follows:

- (a) Level 6 (Expert) valid for the lifetime of the holder of the pilot licence
- (b) Level 5 (Extended) valid for six years from the date of assessment
- (c) Level 4 (Operational) valid for three years from the date of assessment.

2.2.4 A current language proficiency endorsement held by a person applies to all pilot and air traffic service licences held by that person. A person who holds a current language proficiency endorsement and who applies for a higher or different type of ICAO licence will have that language proficiency endorsed on the new licence for the remaining currency period.

2.2.5 Aeroplane or helicopter pilot licence holders who do not have evidence of having their language assessed may not have their licences accepted by other ICAO Contracting States. Those who intend to operate in foreign airspace are strongly recommended to obtain a language proficiency endorsement.

## **2.3 Language Proficiency Assessment**

2.3.1 The language proficiency assessment is a demonstration of the ability to communicate in an aviation context. Therefore, all language proficiency candidates are expected to have a basic aviation awareness of at least the subject matter contained in the private pilot licence theory syllabuses specified in AC61-3, *Pilot licences and ratings - Private pilot licence*, Appendix II, *Private Pilot Licence Written Examination Syllabus*.

2.3.2 People taking the ICAO language proficiency assessment are recommended to hold at least:

- (a) a written examination credit for PPL, CPL Glider or CPL Balloon, or
- (b) a New Zealand aeroplane or helicopter pilot licence, or
- (c) a valid armed forces flight experience and qualifications assessment indicating that the person meets the criteria for issue of a New Zealand pilot licence, or
- (d) a current foreign aeroplane or helicopter pilot licence.

2.3.3 To adequately cater for a wide variation in language proficiency levels, two forms of English language proficiency assessments are available, and people may take the assessment they consider most suitable.

### **(a) Level 6 Proficiency Demonstration**

- (1) The Level 6 Proficiency Demonstration is designed to confirm that native or very proficient non-native English speakers can clearly meet ICAO Level 6 language criteria. It is a relatively short semi-direct assessment delivered by telephone that confirms that the speaker can communicate at Level 6 for pronunciation, structure, vocabulary, and fluency. This assessment is suitable for pilots who are confident that they can communicate at Level 6 in all respects. The only outcomes are 'Level 6' or, if a candidate does not clearly demonstrate Level 6 proficiency, 'not determined'. The acceptable means of compliance with rule 61.11(b) for an applicant who does not clearly meet 'Level 6' criteria on the first attempt is to complete a formal language evaluation.

**(b) Formal Language Evaluation**

- (1) The formal language evaluation complies with all ICAO recommendations. It consists of a semi-direct assessment delivered by telephone to evaluate pronunciation, structure, vocabulary, fluency, and comprehension, followed by a brief direct telephone assessment, specifically to evaluate comprehension and interactions. This assessment may be taken by all pilots. The outcome is the overall level achieved plus the levels achieved in each language category.
- (2) All assessments are directly supervised by Conducting Officers under the control of a delegated service provider and candidates are to provide evidence of identity as specified by rule 61.17(a) for written examinations.
- (3) Language proficiency candidates who wish to dispute an overall rating may apply to the delegated service provider for a review of their language proficiency assessment.

**2.4 ICAO Language Proficiency Rating Scale**

2.4.1 The language proficiency rating scale in Appendix 1 to this AC is extracted from Annex 1 to the Convention on International Civil Aviation. The overall proficiency rating is determined by the lowest rating level assigned in any particular category.

2.4.2 The Level 4 (Operational) descriptors are the safest minimum proficiency skill level determined necessary for aeronautical radiotelephony communications and represent the minimum required for a language proficiency level to be endorsed on a licence.

**2.5 Online applications**

2.5.1 Applicants can now apply online for pilot licences through **MyAviation**, CAA's online portal for licensing requests, instead of filling in paper forms. **MyAviation** is CAA's preferred way to submit applications and is the equivalent of using the applicable paper form. Click the 'Online services' button on the CAA home page to get started.

**3. Rule 61.17 Written Examinations—Prerequisites and Grades****3.1 Acceptable Means of Identification**

3.1.1 All means of identification must be current and valid. The types of photographic identification that are acceptable to the Director for purposes of rule 61.17(a)(1) are:

- (a) a NZ or foreign passport, or
- (b) photographic identity cards issued by the New Zealand Defence Force, New Zealand Police or the New Zealand Fire Service, or
- (c) CAA Airport Identity Card, or
- (d) New Zealand Firearms Licence, or
- (e) statutory declaration of photographic identity made in accordance with the Oaths and Declarations Act 1957.

**3.2 Qualifying Period for Written Examination Credit**

3.2.1 The qualifying period for obtaining a written examination credit begins from the date on which confirmation of the first examination pass is given and ends on the confirmation date of the last examination pass.



3.2.2 ASPEQ does not issue a document evidencing the written examination credit. Instead, a written examination report detailing passes in all the prescribed subjects within the applicable qualifying period is enough evidence for the purposes of rule 61.17(c).

3.2.3 The written examination credit has an expiry date as set out in rule 61.17(d), after which time the applicable written examinations must be taken again. This is to maintain the currency of the applicant's theory knowledge which is as equally important as the practical flying skills.

**Note:** *It is the applicant's responsibility to plan their study and written examination sittings to meet these qualifying and validity periods.*

### **3.3 Private Pilot Licence (PPL), Commercial Pilot Licence (CPL) and Instrument Rating Exam Credit**

3.3.1 The concept of the PPL, CPL and I/R exam system is that a PPL, CPL or Instrument Rating (I/R) written examination credit gained within the three-year qualifying period prescribed in rule 61.17 (c), is valid for three years from the date the last subject was passed.

### **3.4 Airline Transport Pilot Licence (ATPL) Exam Credit**

3.4.1 The concept of the ATPL exam system is that an ATPL written examination credit gained within the three-year qualifying period prescribed in rule 61.17(c) is valid for ten years from the date the last subject was passed.

3.4.2 However, at the time application is made for the issue of an ATPL, the pass held for ATPL air law must not be more than five years old.

3.4.3 If the ATPL air law pass is more than five years old, the applicant will be required to gain a new pass in the subject to ensure that their written credit remains valid. In such cases, the original written examination credit expiry date will not be extended but remains the same as the original date.

## **4. Rule 61.21 Flight Tests**

### **4.1 Knowledge Deficiency Reports (KDR)**

4.1.1 A KDR is issued by ASPEQ on completion of a written examination. It details syllabus references for all incorrectly answered questions. A person who wishes to take a flight test must produce all relevant KDRs to the flight examiner and provide evidence of knowledge improvement that has been certified by a Category A or B flight instructor. The most reliable way to provide evidence of remedial action is for the student to research the subject and provide the flight instructor with written answers relating to the deficiency. This record should be retained by the pilot and submitted with the application for licence issue.

4.1.2 KDR references may be found in the applicable AC under the examination syllabus appendices. Each KDR number includes the subject number, topic and item number.

4.1.3 For archived syllabuses refer to the CAA website and search for Pilot Syllabus Assistance.

**Note:** *For those applicants who achieved a score of 100% for a written examination, there will not be any KDR entries to be certified by a flight instructor.*

## 4.2 Validity of Flight Test

4.2.1 A flight test is only valid for three months [rule 61.21(b)]. Pilots are advised to apply for the issue of their licence or rating within this period. Failure to do so would mean that the flight test must be completed again.

## 4.3 Evidence of Remedial Training

4.3.1 Rule 61.21(a)(2) requires evidence of the required flight experience for the licence or rating to be tested to be summarised and certified in the pilot logbook. This evidence includes remedial training that is required to be undertaken between unsuccessful flight test attempts. The Examiner conducting a second or subsequent flight test will check logbook entries to confirm whether and what remedial training the candidate has undertaken.

4.3.2 Resit of an ATPL flight test beyond the second attempt, will require CAA authorisation.

4.3.3 Resit of a CPL, Instrument Rating (IR) or Flight Instructor (FI) rating flight test beyond a third attempt, will require CAA authorisation.

**Note:** See Appendix 1 to this AC for guidance on 4.3.2 and 4.3.3.

## 5. Rule 61.25 Flight Training and Testing—General Requirements

### 5.1 Acceptable Means of Simulating Instrument Flight in Visual Meteorological Conditions (VMC)

5.1.1 The use of a hood, foggles or screens that prevent peripheral external visual reference to the pilot is acceptable to the Director as means of simulating instrument flight in VMC for the purposes of rule 61.25(c)(2). This includes the recording of flight time in which instrument conditions are simulated but does not include take off, landing or visual manoeuvring time.

## 6. Rule 61.29 Pilot Logbooks—General Requirements

### 6.1 Recording of Flight Time

6.1.1 Where several flights are conducted on the same date, where the departure, intermediate landing point, and place of arrival are the same, then they can be summarised into one entry. This covers topdressing loads, glider tows, parachute loads, helicopter operations for the purposes of rule 61.29(c)(2)(iii).

6.1.2 For example: 21-7-04 AS350 HGO Self Heliski Treble Cone 3.8 Hours

6.1.3 Rule 61.29(e) provides for the correction of a logbook entry. Correcting fluid (e.g. Twink), stickers or labels do not meet this rule requirement.

**Note:** Flight time is defined in Part 1, Definitions and Abbreviations.

## 7. Rule 61.35 Medical Requirement

### 7.1 Medical Certificates

**7.1.1** A person may not exercise the privileges of their licence if they do not hold the appropriate, current medical certificate. There are several medical conditions that will cause either a temporary or permanent change in a person's health or fitness that renders them unfit to fly. The provisions detailing the requirements are set out in Schedule 2 of the CA Act 2023<sup>1</sup> and Part 67. Specific details relating to the reporting of changes in medical conditions are also set out in the Medical General Directions issued by the Director. All these documents may be viewed on the CAA website: search for Medical Certification.

**7.1.2** The completed New Zealand Transport Agency (NZTA)/ Waka Kotahi DL9 form required for the issue or maintenance of a PPL referred to in rule 61.35(a)(1)(ia) is recognised as a medical certificate by the Director under the rules for the purposes of Schedule 2 of the CA Act 2023<sup>2</sup>. Participants who need a medical certificate need to arrange a medical examination to be conducted by a health practitioner with reference to the document issued by the Director of Land Transport entitled: *Medical aspects of fitness to drive: A guide for medical practitioners*.

## 8. Rule 61.37 Recent Flight Experience

### 8.1 Appropriately Qualified Flight Instructors

**8.1.1** The rule does not define what qualifications are considered appropriate for flight instructors assessing competence in take-off or landing manoeuvres under rule 61.37(a)(1)(iii). However, it is recommended that such instructors hold a Category A, B or D flight instructor rating.

## 9. Rule 61.39 Biennial Flight Review (BFR)

### 9.1 Obligation to complete BFR

**9.1.1** A BFR is a flight or a series of flights where the manoeuvres and procedures applicable to the pilot licence privileges are reviewed. During these flights the flight instructor is pilot in command and the flights are dual flight instruction for the purpose of logbook entries.

**9.1.2** The BFR is based on the flight test requirements for the applicable licence. Because the BFR is conducted as dual over as many flights as it takes to achieve competence **there are no optional components**. The BFR will continue, and may be recorded in the pilot's logbook as flight instruction, until the flight instructor is satisfied that they can sign the flight review off in the pilot's logbook, as having been satisfactorily completed to the licence level for which the applicant wishes to exercise privileges. For more details, see next section: *Use of lower pilot licence or rating*.

**9.1.3** Where a pilot holds licences for more than one category of aircraft (aeroplane and helicopter for example), a BFR is required for each category on which the pilot wishes to remain

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<sup>1</sup> Or until 5 April 2025, Part 2A of the CA Act 1990.

<sup>2</sup> As above, until 5 April 2025, Part 2A of the CA Act 1990.

current. Because a BFR is a dual exercise, the instructor concerned must hold a type rating for the aircraft being used for the BFR.

**CAUTION:** *If the licence holder does not meet the currency requirements of rule 61.39, the holder may only exercise student pilot privileges.*

## **10. Rule 61.41 Use of Lower Pilot Licence or Rating**

### **10.1 Exercising the Privileges of a Lower Licence or Rating**

10.1.1 The use of lower privileges is allowed by the rules in specified circumstances. An example of how this works in practice is as follows: the holder of an ATPL or CPL whose Class 1 medical certificate has expired may, subject to satisfactory completion of the appropriate BFR, continue to exercise the privileges of a PPL (if a valid and current Class 2 medical certificate is still held). If the Class 2 medical certificate expires, then PPL privileges can no longer be exercised, but a pilot may still fly dual in accordance with Part 61, Subpart C, *Student Pilots*, and may still take any BFR while flying dual.

10.1.2 In addition, the holder of an ATPL, CPL or PPL referred to in rule 61.35(a)(1)(ia), who does not hold a current class 1 or class 2 medical certificate issued under the CA Act 1990 or 2023 but holds a current DL9 medical certificate, may exercise the privileges of a PPL if a current NZTA DL9 form has been issued and the holder meets the currency requirements of rule 61.361.

10.1.3 In accordance with rule 61.37, a licence holder who has not met the requirements of rule 61.39 for five years or more who wishes to exercise the privileges of a lower licence under rule 61.37(i) is required to pass the PPL air law examination before completing a BFR or the appropriate operational competency demonstration required to exercise the higher privileges of a CPL or ATPL (as applicable).

10.1.4 Alternatively, in the case of an ATPL only, the holder may complete the appropriate operational competency checks required in Parts 121, 125 or 135 conducted by a Part 119 organisation before exercising ATPL privileges.

## Appendix 1 Guidance for remedial training and CAA authorisation

### CAA Authorisation for ATPL flight test beyond second attempt

CAA is to be advised where a test beyond the second attempt is required, and will either observe or conduct the subsequent flight test.

In planning remedial training, useful guidance can be found in the IATA *Command Training* manual, or the pilot competency framework in ICAO *Training Doc 9868*. These documents will be of assistance in identifying the root causes of skill deficiencies, planning retraining, and ensuring the success of the retraining results in a reliable, resilient and responsible manner.

The process can be summarised as:

- Identify root cause of competency deficiencies
- Plan appropriate remedial training
- Conduct specific remedial training
- Ensure sufficient time for learning, reflection, and practice to embed changes
- Validate that competencies are brought up to standard

### CAA Authorisation for CPL, IR or FI flight test beyond third attempt

It is expected that remedial training addressing a third failed flight test will be planned and submitted to CAA, by the training organisation, usually by the Chief Flight Instructor (CFI), training manager or a senior instructor.

The remedial training plan should include the root cause or causes of the failed flight tests. A simple root cause analysis tool such as the '5 Whys' may prove helpful (see the section *Root Cause Analysis, the '5 Whys'?*, below). The training plan should:

- primarily, target the root cause, and then
- build up to the skills required to be successful at the next attempt, and then
- clearly state the number of training sessions, and the specific objectives being targeted in each of the ground training or flight training sessions.

Once formulated, the remedial training plan should be sent to CAA at [licensing@caa.govt.nz](mailto:licensing@caa.govt.nz) for review and authorisation (see the *Process Map for CAA authorisation of further CPL, IR or FI test* flowchart below). A CAA Flight Examiner will review the plan and may contact the organisation or candidate for further clarification. If the plan is found to be acceptable, CAA will authorise the training organisation to apply to ASPEQ for a further attempt at the flight test.

The CAA Flight Examiner will also determine whether the flight test is conducted by the ASPEQ team of examiners, or a CAA examiner.

The following provides some advice for preparing all candidates, not just those requiring remedial training, for a flight test:

- Candidates' training must be closely managed leading up to the flight test.
- Any deficiencies must be addressed.

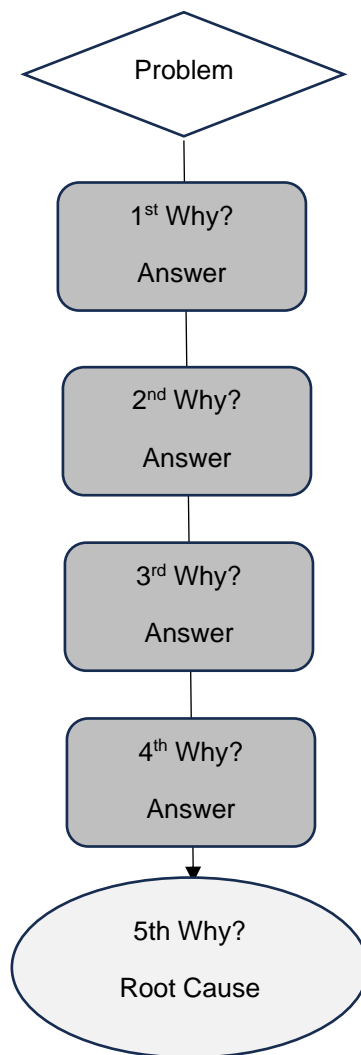
- An instructor or the organisation should conduct a 'mock' flight test with a senior instructor, in real time, including the groundwork and without giving instruction.
- An instructor or the organisation should:
  - forensically check the candidate's logbook for accuracy
  - check all paperwork is complete and correct, including KDRs
  - ensure the candidate is eligible for the test
  - ensure the candidate is very current in their flying before a test, and
  - if there are any doubts about the candidate's readiness, delay the test.

### **Root cause analysis, the '5 Whys?'**

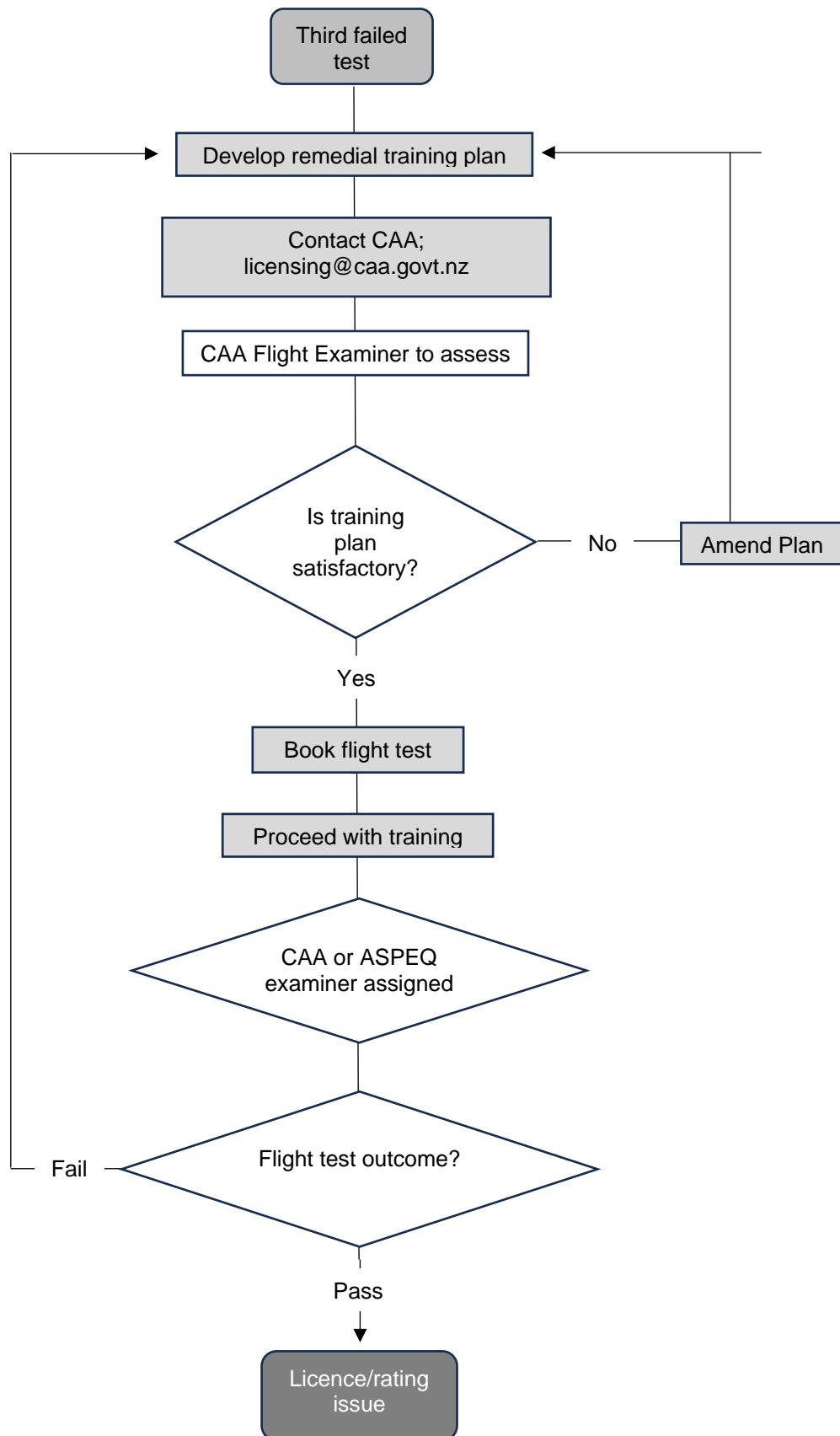
The '5 Whys?' is a simple yet powerful tool used for problem-solving and root cause analysis, based on the principle of asking the question 'Why?' five times to delve into a problem and identify its root cause. The aim is to get past the symptoms and reach the origin of an issue.

The number '5' in the technique's name is somewhat arbitrary – the key is to keep asking 'Why?' until there is confidence that the true root cause has been discovered. In some cases the root cause might be found in fewer than five questions, while in others, it may take more than five. The number is not as important as the logic behind the method, which is to promote deep, systemic thinking rather than settling for quick-fix solutions.

An essential aspect of the '5 Whys' approach is to involve multiple people and sources in the analysis. The flight examiner, the candidate themselves, their instructor and other instructors who have been involved in the candidate's training should participate in the process. Training records should also be referenced. This ensures a comprehensive perspective is considered when identifying the root cause, leading to solutions which are more effective and long-lasting.

**The '5 WHYs' process – a flowchart**

1. Start by clearly defining the problem, the reasons for the failed flight tests. It's important to focus on facts rather than assumptions or interpretations.
2. Begin by asking 'Why?' the problem has occurred. Search for an immediate cause that led directly to the problem. This forms the first layer of the problem. Make sure that your answer is based on facts, not assumptions.
3. The answer to the first 'Why?' becomes the starting point for the next question. Ask 'Why?' the first cause occurred. This leads to a deeper layer of the problem and brings you closer to the root cause.
4. Continue this process, always using the last answer to form the next 'Why?', until you've asked 'Why?' five times in total.
5. By the fifth 'Why?', you should be able to identify the root cause(s) of the problem. This is the fundamental issue that set everything else into motion. It might not be the most obvious cause, but it is the one that, if addressed, will prevent the problem from recurring.
6. Having identified the root cause develop a training plan. The solution should directly address the root cause first and should be practical and achievable.

**Process Map for CAA Authorisation of Further CPL, IR, or FI Test**



## Appendix 2 ICAO Language Proficiency Rating Scale

### A1.1 Expert, extended and operational levels

LEVEL	PRONUNCIATION <i>Assumes a dialect and/or accent intelligible to the aeronautical community.</i>	STRUCTURE <i>Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.</i>	VOCABULARY	FLUENCY	COMPREHENSION	INTERACTIONS
Expert 6	Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding.	Both basic and complex grammatical structures and sentence patterns are consistently well controlled	Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced, and sensitive to register.	Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasize a point. Uses appropriate discourse markers and connectors spontaneously.	Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.	Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.
Extended 5	Pronunciation, stress, rhythm, and intonation, though influenced by the first language or regional variation, rarely interfere	Basic grammatical structures and sentence patterns are consistently well controlled. Complex structures are attempted but	Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, and work-related topics.	Able to speak at length with relative ease on familiar topics but may not vary speech flow as a stylistic	Comprehension is accurate on common, concrete, and work-related topics and mostly accurate when the	Responses are immediate, appropriate, and informative. Manages the speaker/listener relationship effectively.

	with ease of understanding.	with errors which sometimes interfere with meaning.	Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic.	device. Can make use of appropriate discourse markers or connectors.	speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of speech varieties (dialect and/or accent) or registers.	
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Operational 4	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding.	Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.	Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not	Comprehension is mostly accurate on common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of	Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming, or clarifying.
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				distracting.	events, comprehension may be slower or require clarification strategies.	
<i>Levels 1, 2 and 3 are on subsequent page</i>						

### A1.2 Pre-operational, elementary and pre-elementary levels

<i>LEVEL</i>	<i>PRONUNCIATION</i> <i>Assumes a dialect and/or accent intelligible to the aeronautical community.</i>	<i>STRUCTURE</i> <i>Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.</i>	<i>VOCABULARY</i>	<i>FLUENCY</i>	<i>COMPREHENSION</i>	<i>INTERACTIONS</i>
<i>Levels 4, 5 and 6 are on preceding page.</i>						
Pre-operational 3	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation and frequently	Basic grammatical structures and sentence patterns associated with predictable situations are	Vocabulary range and accuracy are often sufficient to communicate on common, concrete, or	Produces stretches of language, but phrasing and pausing are often inappropriate. Hesitations	Comprehension is often accurate on common, concrete, and work-related topics when the accent or	Responses are sometimes immediate, appropriate, and informative. Can initiate and maintain exchanges with

	interfere with ease of understanding.	not always well controlled. Errors frequently interfere with meaning.	work-related topics, but range is limited and the word choice often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary.	or slowness in language processing may prevent effective communication. Fillers are sometimes distracting.	variety used is sufficiently intelligible for an international community of users. May fail to understand a linguistic or situational complication or an unexpected turn of events.	reasonable ease on familiar topics and in predictable situations. Generally inadequate when dealing with an unexpected turn of events.
Elementary 2	Pronunciation, stress, rhythm, and intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding.	Shows only limited control of a few simple memorized grammatical structures and sentence patterns.	Limited vocabulary range consisting only of isolated words and memorized phrases.	Can produce very short, isolated, memorized utterances with frequent pausing and a distracting use of fillers to search for expressions and to articulate less familiar words.	Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated.	Response time is slow and often inappropriate. Interaction is limited to simple routine exchanges.
Pre-elementary 1	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.

**Note:** The Operational Level (Level 4) is the minimum required proficiency level for radiotelephony communication. Levels 1 through 3 describe Pre-elementary, Elementary, and Pre-operational levels of language proficiency, respectively, all of which describe a level of proficiency below the ICAO language proficiency

*requirement. Levels 5 and 6 describe Extended and Expert levels, at levels of proficiency more advanced than the minimum required Standard. The scale will serve as benchmarks for training and testing, and in assisting candidates to attain the ICAO Operational Level (Level 4).*

**Source:** *Personnel Licensing* ICAO Annex 1 to the Convention on International Civil Aviation