Applicability
All ATP instructors conducting evaluations.

Purpose
To help instructors understand how to conduct evaluations, which play a critical role in our efforts to maintain a high level of safety.

Key Points
- Evals are our last chance to catch safety issues before solos or crew operations and stop accidents, incidents, or violations before they occur.
- Solo, Solo XC, and Crew Evals must be done by someone other than the student’s primary instructor.
- Evals take scheduling priority over normal training flights.
- Meet with the student and their primary IP 2 days before the eval to review the plan.
- For the ground portion, check that the student has completed their self-study, then verify that they have retained the information through oral questioning.
- Instructors must review the solo and crew procedures self-study lessons prior to conducting evals; otherwise, you won’t know what you are evaluating.
- For the flight portion, consider each task on the eval and ask: can the student safely and consistently perform this task, yes or no?
- If the student is SAT on every task, they pass; if they are UNSAT or incomplete on even just one task, they do not pass.
- Debrief and grade the eval in Whiteboard immediately following the evaluation.
- If you spot any safety concern during the eval, it’s your responsibility to speak up and stop the student from proceeding to solo or crew flights. Talk to the Flight Safety Support Desk or the Training Department to develop a plan to resolve the issue.
Further Discussion

Why Evaluations?
Graded evaluations are an important part of ATP’s flight training programs. Evaluations, and the evaluators who conduct them, are our last line of defense before sending students on solos or crew cross-countries, the riskiest phases of the Airline Career Pilot Program. The evaluator’s judgment and the quality of the evaluation have a huge impact on safety.

Who Can Conduct Evaluations?
The Solo, Solo XC, and Crew Evaluations must be conducted by someone other than the primary instructor. To offset the risk of flying without a CFI, ATP requires two different instructors to confirm a student’s abilities before they are allowed to solo or conduct crew operations. Students and instructors who fly together frequently can develop a workflow that can mask deficiencies, but flying with an unfamiliar instructor can reveal safety or proficiency concerns so they can be corrected.

The decision to authorize solo or crew operations does not rest solely with the evaluator. Either the primary instructor or the evaluator can decide that a student is not currently safe to fly solo or on crew.

If possible, the evaluator should be a relatively senior instructor who has experience assessing readiness for solo or crew flying. This is particularly desirable if the primary instructor has never soloed a student before and is less confident in their own judgment.

If there is no other instructor at your training center available to conduct an evaluation, contact the Training Department for assistance. We will arrange for an instructor from a nearby location to visit to conduct the eval.

TOL Evals, by contrast, are conducted by the student’s primary instructor. That evaluation is not a second opinion or safety cross-check, but rather a chance to gauge the student’s progress and general aptitude for the course.

Scheduling Evaluations
Evaluations are high-priority flights; only checkrides and solos take precedence over evals. Coordinate schedules with your fellow instructors to avoid delays. If your student is coming up on an evaluation, talk to other instructors to find an evaluator well in advance. Students should not be made to sit around waiting for an instructor to find time to conduct their evaluation.

Conduct of the Evaluation
Preparation
The evaluator should schedule a meeting with the student and their primary instructor about 2 days before the evaluation itself. Before the meeting, print out a copy of the lesson plan for the eval. At the meeting, walk the student through the gradable tasks on which they will be evaluated, as well as the narrative that describes how the eval will be conducted. Advise the student that the evaluation will be conducted exactly in accordance with the lesson plan. The student and their primary instructor will then have a couple of days to brush up
on any weak areas in advance of the eval.
This pre-eval briefing will help the student feel prepared and at ease going into the evaluation. We want to set the student up for success, by giving them a clear understanding of the standards they must meet. Students who are not ready for solo or crew operations will not be able to meet standards, even if they know about them in advance.

Knowledge Portion
Check that the relevant self-study course is complete (Private for the Solo Eval, Crew for the Crew Eval). This can be done by opening the student’s Training Record in Whiteboard and checking the Self-Study Progress box. The progress bar for any course that is 100% complete will turn from blue to green. All lessons must be complete in order to pass the evaluation. If even a single lesson is incomplete, the student must be graded unsat or incomplete.

Even if a student has completed every lesson successfully, that does not guarantee they know the material. The evaluator must check, not just for green check marks, but for actual knowledge. Therefore, evaluators must be thoroughly familiar with the content in the Solo Procedures and Crew Procedures lessons. The quizzes for those lessons focus on key take-away items, so reviewing the quizzes will help the evaluator form a list of key ideas to discuss during the ground portion of the evaluation.

A self-study course is to the knowledge evaluation as an FAA knowledge test is to the oral portion of a checkride. You can get through a knowledge test (or self-study) by rote memorization, but lack of understanding will be revealed by the oral (or eval).

Have a copy of the lesson plan available while conducting the knowledge evaluation. This lets you take notes on each task to use when debriefing the student. It also helps you to conduct the eval precisely as written. ATP has carefully crafted our eval lesson plans to focus on key safety issues that need assessment before solo/crew operations. Conducting a good eval is a straightforward matter of going through each task and asking: can the applicant accomplish this task, yes or no? If the answer is yes for each task, the student is safe to proceed to solos or crew flights.

Flight Portion
As with the knowledge portion, the flight portion of the evaluation should be conducted exactly in accordance with the eval lesson plan. The Narrative section explains how the eval should be conducted, and the Tasks list specifies what the student must be able to do in order to pass. Instructors must be thoroughly familiar with both before starting an evaluation.

Carrying a full copy of the lesson plan or referencing Whiteboard from your iPad is unwieldy and distracting in flight. Instead, write out a plan of action with a checklist of tasks (based on the lesson plan) on a conveniently-sized notepad. Leave space to take notes on each task. If the student demonstrates that they
can accomplish each task, they have passed the evaluation.

**Debriefing**

Conduct a debriefing immediately following the evaluation. If possible, the student's primary instructor should also be present. You should have Whiteboard open on your iPad as you conduct the debrief, so that you can enter a grade for each task as you discuss them. In the case of UNSAT items, give the student specific and actionable advice on how they can correct the deficiency. Once you have graded each task, you and your student can sign the eval results electronically and submit them via Whiteboard.

**If You Have Safety Concerns**

Evaluators are ATP's last line of defense against accidents, incidents, or violations during solo and crew operations. If you have a safety concern, STOP EVERYTHING. Do NOT allow a student to advance through the program if doing so would put them, another student, or ATP's operations at risk.

Evals are not a box-checking exercise. A careful, informed assessment of the student's capacity for safe solo/crew operations is required. Whatever flaws the student shows during the eval will almost certainly occur again once the student is flying on their own. Your call to flag an unsatisfactory task and delay solo or crew operations could be the critical action that breaks a chain of events that otherwise would have led to an accident or incident. The student may be frustrated that they didn't pass the eval, but frustrated and alive/uninjured is a much better outcome than the alternative.

Most safety concerns can be handled through the normal eval grading process. Grade each item SAT or UNSAT as appropriate, then enter debrief notes that specifically address the UNSAT items. The Training Department is automatically notified whenever a student fails an evaluation, so someone will be in touch shortly to help develop a remedial training plan. However, if the eval turns up a serious safety concern requiring immediate attention, contact the Flight Safety Support Desk at 904-595-7994.

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<th>Effective Date</th>
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<td><strong>Action Required</strong></td>
<td>Familiarize yourself with the contents of this bulletin.</td>
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<td>Conduct all evaluations thoroughly and in accordance with the lesson plans available through Whiteboard.</td>
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<td>Exercise good judgment when grading evaluations, recognizing that you have the last chance to catch unsafe performance prior to solos or crew flights.</td>
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<td>Seek out assistance from senior instructors, managers, and Training Department personnel whenever doing so would be helpful in exercising good judgment regarding evaluations.</td>
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<td><strong>Contact</strong></td>
<td>Direct any questions about this bulletin to Ben Gabriel, Director of Training, at 904-595-7927 or <a href="mailto:training@allatps.com">training@allatps.com</a>.</td>
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