

Applicant's name or licence number:

**Assessment of Competence
Instructor (A)
FI - IRI - CRI - TRI/SP**

Applicant last name: _____ first name: _____

date of birth: _____ place of birth: _____ nationality: _____

phone/mobile: _____ e-mail: _____

employed as pilot by: _____

applicant's signature:

date of last proficiency check: _____

<input type="checkbox"/> Initial	<input type="checkbox"/> FI(A)	<input type="checkbox"/> TRI-SP(A)	<input type="checkbox"/> FI(A) instructor
<input type="checkbox"/> Revalidation	<input type="checkbox"/> IRI(A)	<input type="checkbox"/> TRI-SP(A) removal of restriction	<input type="checkbox"/> IRI(A) instructor
<input type="checkbox"/> Renewal	<input type="checkbox"/> CRI(A)		<input type="checkbox"/> CRI(A) instructor

Fill in only in case of an assessment after training in an ATO

Instructor last name: _____ first name: _____

licence number: _____ signature of flight instructor: _____

The ATO confirms that the candidate has been trained according to the approved syllabus and assures the level of proficiency required

ATO name: _____ registration number: _____

name of Head of Training: _____ licence number: _____

location & date: _____ signature of Head of Training: _____

Details of flight on aircraft on simulator (TRI-SP (A) certificate restricted to simulators)

date: _____ type of aeroplane: _____ registration: _____ CR: _____ TR: _____

departure/destination: _____

block-off: _____ block-on: _____ block time: _____ # of landings: _____

Result of assessment (1st attempt)

date: _____ pass fail partial pass (section 1 failed)

Applicant's signature

Result of assessment (2nd attempt)

date: _____ pass fail

Applicant's signature

Examiner: last name: _____ first name: _____

examiner authorisation: _____ valid until: _____ signature of flight examiner: _____

I certify that, in case of TRI-SP(A) assessment of competence, I hold the privilege to instruct TRI-SP(A) on my licence.

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Use of checklist, airmanship, A/C limitations must be respected in all sections

Section 1a				Long briefing	
Subject :	1 attempt		2 attempt		<i>Insert examiner's initials only</i>
	pass	fail	pass	fail	
a	Construction and structure of lesson				
b	Instructional technique and method				
c	Technical knowledge				
d	Use of models and aids				
e	Clarity of explanation and speech				
f	Student participation				
1 attempt		<input type="checkbox"/> Passed	<input type="checkbox"/> Failed		
2 attempt		<input type="checkbox"/> Passed	<input type="checkbox"/> Failed		

Section 1b				Theoretical knowledge oral	
Subject :	1 attempt		2 attempt		<i>Insert examiner's initials only</i>
	pass	fail	pass	fail	
a	Air law				
b	Aircraft general knowledge				
c	Flight performance and planning				
d	Human performance and limitations				
e	Meteorology				
f	Navigation				
g	Operational procedures				
h	Principles of flight				
i	Training administration				
1 attempt		<input type="checkbox"/> Passed	<input type="checkbox"/> Failed		
2 attempt		<input type="checkbox"/> Passed	<input type="checkbox"/> Failed		

Section 2				Pre-flight briefing	
Subject :	pass		fail		<i>Insert examiner's initials only</i>
	pass	fail	pass	fail	
a	Visual presentation and content				
b	Technical accuracy				
c	Clarity of explanation				
d	Clarity of speech				
e	Instructional technique including TEM/CRM				
f	Use of models and aids				
g	Student participation				
Result		<input type="checkbox"/> Passed	<input type="checkbox"/> Failed		

Ref : 22Formexa

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Use of checklist, airmanship, A/C limitations must be respected in all sections

Section 3		Instruction flight		Insert examiner's initials only
		pass	fail	
a	Arrangement of demo			
b	Synchronisation of speech with demo			
c	Correction of faults			
d	Aeroplane handling			
e	Instructional technique			
f	Safety and airspace observation			
g	Positioning and use of airspace			
h	Risk assessment including TEM/CRM			
Result		<input type="checkbox"/> Passed	<input type="checkbox"/> Failed	

Section 4 (if applicable)		Right hand seat qualification or other exercises		Insert examiner's initials only
		pass	fail	
a				
b				
c				
d				
e				
f				
g				
Result		<input type="checkbox"/> Passed	<input type="checkbox"/> Failed	

Section 5 (if applicable)		Multi-engine exercises		Insert examiner's initials only
		pass	fail	
Items d to g to be defined by the examiner				
a	Actions following an engine failure shortly after take-off*			
b	A single engine approach and go-around*			
c	A single engine approach and landing*			
d				
e				
f				
g				
Result		<input type="checkbox"/> Passed	<input type="checkbox"/> Failed	

* Exercises shall be demonstrated during the assessment for the single-pilot multi-engine instructor certificate

Ref : 22Formexa

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Section 6 (if applicable)		Instrument exercises		Insert examiner's initials only
All items to be defined by the examiner		pass	fail	
a				
b				
c				
d				
e				
f				
g				

Result Passed Failed

Section 7		Post flight briefing		Insert examiner's initials only
		pass	fail	
a	Visual presentation			
b	Technical accuracy			
c	Clarity of explanation			
d	Clarity of speech			
e	Instructional technique			
f	Use of models and aids			
g	Student participation			

Result Passed Failed

Remarks

Ref : 22Formexa

AMC1 FCL.920 Instructor competencies and assessment

- (a) Training should be both theoretical and practical. Practical elements should include the development of specific instructor skills, particularly in the area of teaching and assessing threat and error management and CRM.
- (b) The training and assessment of instructors should be made against the following performance standards:

Competence	Performance	Knowledge
Prepare resources	(a) ensures adequate facilities; (b) prepares briefing material; (c) manages available tools.	(a) understand objectives; (b) available tools; (c) competency-based training methods
Create a climate conducive to learning	(a) establishes credentials, role models appropriate behaviour; (b) clarifies roles; (c) states objectives; (d) ascertains and supports trainees needs.	(a) barriers to learning; (b) learning styles.
Present knowledge	(a) communicates clearly; (b) creates and sustains realism; (c) looks for training opportunities.	teaching methods
Integrate TEM or CRM	makes TEM or CRM links with technical training	HF, TEM or CRM
Manage time to achieve training objectives	allocates time appropriate to achieving competency objective	syllabus time allocation
Facilitate learning	(a) encourages trainee participation; (b) shows motivating, patient, confident and assertive manner; (c) conducts one-to-one coaching; (d) encourages mutual support.	(a) facilitation; (b) how to give constructive feedback; (c) how to encourage trainees to ask questions and seek advice.
Assesses trainee performance	(a) assesses and encourages trainee self-assessment of performance against competency standards; (b) makes assessment decision and provide clear feedback; (c) observes CRM behaviour.	(a) observation techniques; (b) methods for recording observations.
Monitor and review progress	(a) compares individual outcomes to defined objectives; (b) identifies individual differences in learning rates; (c) applies appropriate corrective action.	(a) learning styles; (b) strategies for training adaptation to meet individual needs.
Evaluate training sessions	(a) elicits feedback from trainees; (b) tracks training session processes against competence criteria; (c) keeps appropriate records.	(a) competency unit and associated elements; (b) performance criteria.
Report outcome	reports accurately using only observed actions and events	(a) phase training objectives; (b) individual versus systemic weaknesses

Ref : 22Formexa