

Applicant's name or licence number:

Instructor (H) Assessment of Competence

Applicant last name: _____ first name: _____

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

phone/mobile _____

e-mail: _____

signature of applicant:

Employed as pilot by:

Invoice to be sent to: applicant

employer

Date of last proficiency check:

Initial

FI(H)

FI.IR(H)

FI instructor

Revalidation

IRI(H)

TRI-SP(H)

FI(H) type rating extension
(FCL.915.b.2.ii)

Renewal

FI.ME(H)

TRI-SP(H) removal of restriction

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 helicopter

on simulator (TRI-SP (H) certificate restricted to simulators)

date: _____ type of helicopter: _____ registration: _____

departure/destination: _____

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

2 Result of assessment (1st attempt)

date: _____

pass

fail

partial pass
(section 1 failed)

Applicant's signature

3 Result of assessment (2nd attempt)

date: _____

pass

fail

Applicant's signature

Examiner: last name: _____ first name: _____

licence No: _____ examiner authorisation: _____ valid until: _____

signature of flight examiner: _____

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

| Section 1a | | | | Long briefing | | |
|------------------|--------------------------------------|-----------|------|---------------------------------|---------------------------------|--|
| | | 1 attempt | | 2 attempt | | Insert examiner's initials only |
| | | 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 | | |
|------------------|-----------------------------------|-----------|------|---------------------------------|---------------------------------|--|
| | | 1 attempt | | 2 attempt | | Insert examiner's initials only |
| | | pass | fail | pass | fail | |
| a | Air law | | | | | |
| b | Helicopter 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 | |
|---------------|---|---------------------------------|---------------------------------|--|
| | | | | Insert examiner's initials only |
| | | 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 | |

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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 | Helicopter 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) | | 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

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| Section 6 (if applicable) | | Instrument exercises | |
|---|--|----------------------|------|
| All items to be defined by the examiner | | pass | fail |
| a | | | |
| b | | | |
| c | | | |
| d | | | |
| e | | | |
| f | | | |
| g | | | |

Result Passed Failed

*Insert
examiner's
initials
only*

| Section 7 | | Post flight briefing | |
|-----------|-------------------------|----------------------|------|
| | | 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

*Insert
examiner's
initials
only*

Remarks

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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 |

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