

Applicant's 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

Revalidation

Renewal

TRI(H)

TRI-MP

Removal of restriction

SFI(H)

SFI-SP

SFI-MP

IRI(H)

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

date: _____ type of helicopter: _____ registration: _____

departure/destination: _____

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

Result of assessment

pass

fail

Applicant's signature

Examiner: last name: _____ first name: _____

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

location and date: _____ signature of flight examiner: _____

AMC.920 Instructor competencies and assessment

Section 1		Instructor competencies and assessment	
Subject :		pass	fail
a	Prepare ressources		
b	Create a climate conducive to learning		
c	Present knowledge		
d	Integrate TEM or CRM		
e	Manage time to achieve training objectives		
f	Facilitate learning		
g	Assesses trainee performance		
h	Monitor and review progress		
i	Evaluate training sessions		
j	Report outcome		
		<i>Insert examiner's initials only</i>	
For all items, see annex.		Result <input type="checkbox"/> Passed <input type="checkbox"/> Failed	

AMC.935 Assessment of competence

Section 2		Pre-flight briefing	
Subject :		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		
		<i>Insert examiner's initials only</i>	
		Result <input type="checkbox"/> Passed <input type="checkbox"/> Failed	

Section 3		Instruction flight	
Subject :		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		
		<i>Insert examiner's initials only</i>	
		Result <input type="checkbox"/> Passed <input type="checkbox"/> Failed	

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Applicant's licence number:

Use of checklist, airmanship, helicopter limitations must be respected in all sections

Section 4 (if applicable)		Other exercises	
		pass	fail
a			
b			
c			
d			
e			
f			
g			
Result		<input type="checkbox"/> Passed	<input type="checkbox"/> Failed

Insert examiner's initials only

Section 5 (if applicable)		Multi-engine exercises	
	Items d to g to be defined by the examiner	pass	fail
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

Insert examiner's initials only

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

Section 6 (if applicable)		Night rating or Instrument exercises	
	All items to be defined by the examiner	pass	fail
a			
b			
c			
d			
e			
f			
g			
Result		<input type="checkbox"/> Passed	<input type="checkbox"/> 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		<input type="checkbox"/> Passed	<input type="checkbox"/> Failed

Insert examiner's initials only

Ref : 28Formexa

ANNEX to section 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 performance standards described in the annex :

Competence	Performance	Knowledge
Prepare ressources	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 c) 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 traing objectives	allocates time appropriate to achieving competency objectives	syllabus time allocation
Facilitate learning	a) encourages trainee participation b) shows motivated, patient, confident and assertive manner c) conducts one-to-one coaching c) 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 indivual differences in learning rate 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 competences 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

ANNEX to section FCL.935 : Assessment of competence

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

(b) When an aircraft is used for the assessment, it should meet the requirements for training aircraft.

(c) If an aircraft is used for the test or check, the examiner acts as the PIC, except in circumstances agreed upon by the examiner when another instructor is designated as PIC for the flight.

(d) During the skill test the applicant occupies the seat normally occupied by the instructor (instructors seat if in an FSTD, or pilot seat if in an aircraft), except in the case of balloons. The examiner, another instructor or, for MPA in an FFS, a real crew under instruction, functions as the 'student'. The applicant is required to explain the relevant exercises and to demonstrate their conduct to the 'student', where appropriate. Thereafter, the 'student' executes the same manoeuvres (if the 'student' is the examiner or another instructor, this can include typical mistakes of inexperienced students). The applicant is expected to correct mistakes orally or, if necessary, by intervening physically.

(e) The assessment of competence should also include additional demonstration exercises, as decided by the examiner and agreed upon with the applicant before the assessment. These additional exercises should be related to the training requirements for the applicable instructor certificate.

(f) 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 examiner may terminate the assessment at any stage if they consider that a retest is required.