

Applicant's name or licence number:

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

Section 1a				Long briefing		
Subject :		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		Passed		Failed
		2 attempt		Passed		Failed

Section 1b				Theoretical knowledge oral		
		1 attempt		2 attempt		Insert examiner's initials only
		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		Passed		Failed
		2 attempt		Passed		Failed

Section 2				Pre-flight briefing		
Subject :		pass		fail		Insert examiner's initials only
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		Passed		Failed

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Section 3		Instruction flight	
		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		Passed	Failed

*Insert
examiner's
initials
only*

Section 4 (if applicable)		Right hand seat qualification or other exercises	
		pass	fail
a			
b			
c			
d			
e			
f			
g			
Result		Passed	Failed

*Insert
examiner's
initials
only*

Section 5 (if applicable)		Multi-engine exercises	
Items <i>d</i> to <i>g</i> 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		Passed	Failed

*Insert
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* 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
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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
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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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