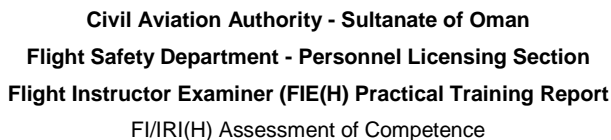


**Flight Instructor Examiner (FIE(H) Practical Training Report**  
**FI/IRI(H) Assessment of Competence**



• Applicant name (First & surname)		
• Date of birth		
• License type & number		
• Type rating expiry date		
• Instructor rating type(s)	<input type="checkbox"/> FI	<input type="checkbox"/> IRI
• Instructor rating expiry date(s)		
• Aircraft type		
• Training Session number	2 Training Session	

• Practical training assessment date		
• Duration of assessment		
• Aircraft type & number		
• Assessment result	<input type="checkbox"/> Satisfactory (SAT)	<input type="checkbox"/> Satisfactory with Remarks (SATW)

<ul style="list-style-type: none"> <li>• I acknowledge the result of the practical training assessment detailed above.</li> </ul>		
<b>FIE(H) Applicant Name</b>	<b>Signature</b>	<b>Date</b>

[illegible]

- Applicant name
- Date of birth

### C. Practical Training Assessments - Session 1.

No	Practical Training Assessments Events	Result		Remarks
		SAT	SATW	

Insert examiner initials

#### Section 1 - Briefing The 'Candidate'.

The 'candidate' should be given time and facilities to prepare for the test flight. The briefing should cover the following:

1.1	The objective of the flight			
1.2	Licensing checks, as necessary			
1.3	Freedom for the 'candidate' to ask questions			
1.4	Operating procedures to be followed (for example operators manual)			
1.5	Weather assessment			
1.6	Operating capacity of 'candidate' and examiner			
1.7	Aims to be identified by 'candidate'			
1.8	Simulated weather assumptions (for example icing and cloud base)			
1.9	Contents of exercise to be performed			
1.10	Use of screens (if applicable)			
1.11	Agreed speed and handling parameters (for example V-speeds, bank angle, approach minima)			
1.12	Use of R/T			
1.13	Respective roles of 'candidate' and examiner (for example during emergency)			
1.14	Administrative procedures (for example submission of flight plan)			

#### Section 2 - Conduct.

The examiner should maintain the necessary level of communication with the candidate. The following check details should be followed by the examiner:

2.1	Involvement of examiner in a MP operating environment			
2.2	The need to give the 'candidate' precise instructions			
2.3	Responsibility for safe conduct of the flight			
2.4	Intervention by examiner, when necessary			
2.5	Use of screens			
2.6	Liaison with ATC and the need for concise, easily understood intentions			
2.7	Prompting the 'candidate' regarding required sequence of events (for example following a go-around)			
2.8	Keeping brief, factual and unobtrusive notes			

#### Section 3 - Assessment.

The examiner should refer to the flight test tolerances given in the relevant skill test. Attention should be paid to the following points:

3.1	Questions from the 'candidate'			
3.2	Give results of the test and any sections failed			
3.3	Give reasons for failure			

#### Section 4 - Debriefing.

The examiner should demonstrate the ability to conduct a fair, unbiased debriefing of the 'candidate' based on identifiable factual items. A balance between friendliness and firmness should be evident. The following points should be discussed with the 'candidate', at the applicant's discretion:

4.1	Advise the candidate how to avoid or correct mistakes			
4.2	Mention any other points of criticism noted			
4.3	Give any advice considered helpful			

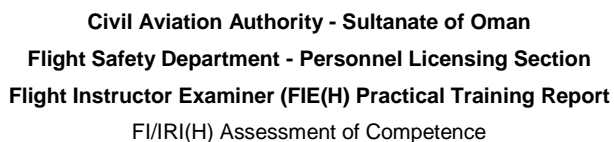
#### Section 5 - Recording - Documentation.

The examiner should demonstrate the ability to complete the relevant records correctly. These records may be:

5.1	The relevant test or check form			
5.2	License entry			
5.3	Notification of failure form			
5.4	Relevant company forms where the examiner has privileges of conducting operator proficiency checks			

#### Section 6 - Demonstration of Theoretical Knowledge.

6.1	The examiner should demonstrate a satisfactory knowledge of the regulatory requirements associated with the function of an examiner			
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- Applicant name
- Date of birth

#### E. Practical Training Assessments - Session 2.

No	Practical Training Assessments Events	Result		Remarks
		SAT	USAT	

Insert examiner initials

#### Section 1 - Briefing The 'Candidate'.

The 'candidate' should be given time and facilities to prepare for the test flight. The briefing should cover the following:

1.1	The objective of the flight			
1.2	Licensing checks, as necessary			
1.3	Freedom for the 'candidate' to ask questions			
1.4	Operating procedures to be followed (for example operators manual)			
1.5	Weather assessment			
1.6	Operating capacity of 'candidate' and examiner			
1.7	Aims to be identified by 'candidate'			
1.8	Simulated weather assumptions (for example icing and cloud base)			
1.9	Contents of exercise to be performed			
1.10	Use of screens (if applicable)			
1.11	Agreed speed and handling parameters (for example V-speeds, bank angle, approach minima)			
1.12	Use of R/T			
1.13	Respective roles of 'candidate' and examiner (for example during emergency)			
1.14	Administrative procedures (for example submission of flight plan)			

#### Section 2 - Conduct.

The examiner should maintain the necessary level of communication with the candidate. The following check details should be followed by the examiner:

2.1	Involvement of examiner in a MP operating environment			
2.2	The need to give the 'candidate' precise instructions			
2.3	Responsibility for safe conduct of the flight			
2.4	Intervention by examiner, when necessary			
2.5	Use of screens			
2.6	Liaison with ATC and the need for concise, easily understood intentions			
2.7	Prompting the 'candidate' regarding required sequence of events (for example following a go-around)			
2.8	Keeping brief, factual and unobtrusive notes			

#### Section 3 - Assessment.

The examiner should refer to the flight test tolerances given in the relevant skill test. Attention should be paid to the following points:

3.1	Questions from the 'candidate'			
3.2	Give results of the test and any sections failed			
3.3	Give reasons for failure			

#### Section 4 - Debriefing.

The examiner should demonstrate the ability to conduct a fair, unbiased debriefing of the 'candidate' based on identifiable factual items. A balance between friendliness and firmness should be evident. The following points should be discussed with the 'candidate', at the applicant's discretion:

4.1	Advise the candidate how to avoid or correct mistakes			
4.2	Mention any other points of criticism noted			
4.3	Give any advice considered helpful			

#### Section 5 - Recording - Documentation.

The examiner should demonstrate the ability to complete the relevant records correctly. These records may be:

5.1	The relevant test or check form			
5.2	License entry			
5.3	Notification of failure form			
5.4	Relevant company forms where the examiner has privileges of conducting operator proficiency checks			

#### Section 6 - Demonstration of Theoretical Knowledge.

6.1	The examiner should demonstrate a satisfactory knowledge of the regulatory requirements associated with the function of an examiner			
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#### F. FI/IRI(H) Skill Assessment of Competence - Expanded Guidance and Additional Explanations.

The use of checklist, airmanship, control of helicopter by external visual reference, safety of flight etc., apply in all sections.

No	Maneuvers/Procedures	Expanded Guidance & Additional Explanations of Skill Test	Remarks
SECTION 1 - Theoretical Knowledge Oral.			
1.1	<b>Test Lecture.</b> Lecture under test conditions to other 'student(s)', the test lecture is to be selected from items of section 1.2	<i>The candidate acting as instructor teaches a test lecture to one or more 'flight students' not longer than 45 minutes. The topic for this test lecture is selected by the examiner from the corresponding AMC and Guidance Material to CAR FCL</i>	
1.2	<b>Oral.</b>	<i>Oral test may take place between the test lecture and the pre-flight briefing. The oral examination includes questions on the topics according to Section 1.2 and must be of such form and number that an objective assessment can be carried out.</i>	
1.2.1	Air law		
1.2.2	Helicopter general knowledge		
1.2.3	Flight performance and planning		
1.2.4	Human performance and limitations		
1.2.5	Meteorology		
1.2.6	Navigation		
1.2.7	Operational procedures		
1.2.8	Principles of flight		
1.2.9	Training administration		
SECTION 2 - Preflight Briefing			
2.1	Visual presentation	<i>Competences acc. AMC1 CAR FCL.920:</i> <ul style="list-style-type: none"><li>• Prepare resources</li><li>• Create a climate</li><li>• Conducive to learning</li><li>• Present knowledge</li><li>• Manage time to achieve training objectives</li><li>• Facilitate learning</li><li>• Assesses trainee</li><li>• Performance</li><li>• Monitor and review progress</li><li>• Evaluate training sessions</li></ul>	
2.2	Technical accuracy		
2.3	Clarity of explanation		
2.4	Clarity of speech		
2.5	Instructional technique		
2.6	Use of models and aids		
2.7	Student participation		
SECTION 3 - Instruction Flight			
3.1	Arrangement of demo	<i>Competences acc. AMC1 CAR FCL.920:</i> <ul style="list-style-type: none"><li>• Prepare resources</li><li>• Create a climate conducive to learning</li><li>• Present knowledge</li><li>• Integrate TEM and CRM</li><li>• Manage time to achieve training objectives</li><li>• Facilitate learning</li><li>• Assesses trainee performance</li><li>• Monitor and review progress</li><li>• Evaluate training sessions</li></ul>	
3.2	Synchronization of speech with demo		
3.3	Correction of faults		
3.4	Helicopter handling		
3.5	Instructional technique		
3.6	General airmanship and safety		
3.7	Positioning and use of airspace		
SECTION 4 - ME Exercises (If applicable)			
4.1	Actions following an engine failure shortly after take-off	<ul style="list-style-type: none"><li>• Maintain control of helicopter direction and speed following simulated engine failure</li><li>• Complete checks and drills</li><li>• Establish safe climb at Vtoss then Vy</li></ul>	
4.2	SE approach and go-around	<ul style="list-style-type: none"><li>• Fly a visual circuit with simulated OEI in final approach</li><li>• Maintain a stable approach in the correct configuration</li><li>• Make a clear decision to land or perform a balked landing at or before appropriate altitude/height LDP/DPBL</li><li>• At LDP or when instructed, carry out a go-around to establish a safe climb in the recommended configuration at Vtoss/Vy</li></ul>	
4.3	SE approach and landing	<ul style="list-style-type: none"><li>• Fly a visual circuit with simulated OEI to establish a final approach</li><li>• Maintain a stable approach in the correct configuration</li><li>• Make a clear decision to land at or before LDP</li><li>• Execute a safe landing in the appropriate landing area</li><li>• Cushion the aircraft onto the ground, with a running landing if appropriate, whilst maintaining heading</li></ul>	

No	Maneuvers/Procedures	Expanded Guidance & Additional Explanations of Skill Test	Remarks
<b>SECTION 5 - Post Flight Debriefing</b>			
5.1	Visual presentation	<i>Competences acc. AMC1 CAR FCL.920:</i> <ul style="list-style-type: none"> <li>• Prepare resources</li> <li>• Present knowledge</li> <li>• Assesses trainee performance</li> <li>• Monitor and review progress</li> <li>• Evaluate training sessions</li> <li>• Report outcome</li> </ul>	
5.2	Technical accuracy		
5.3	Clarity of explanation		
5.4	Clarity of speech		
5.5	Instructional technique		
5.6	Use of models and aids		
5.7	Student participation		

#### G. Standard of Completion.

To pass the assessment of competence, the candidate shall demonstrate the ability to:

- (1) Provide a student with the basis for an upcoming lesson during a long briefing (text lecture).
- (2) Recognize errors and is able to discuss them briefly and comprehensibly to the student
- (3) Keep always control and overview during the instruction lesson
- (4) To qualify a flight lesson factually
- (5) Operate the helicopter within its limitations;
- (6) Exercise good judgment and airmanship; that is, to consistently use good judgement and well-developed knowledge, skills and attitudes to accomplish flight objectives;
- (7) Apply aeronautical knowledge;
- (8) Maintain control of the airplane at all times in such a manner that the successful outcome of a procedure or maneuver is never seriously in doubt;
- (9) Stay within the following limits. Those tolerances are for general guidance; the examiner should make allowance for turbulent conditions and the handling qualities and performance of the airplane used:

<b>Height:</b>	
Normal forward flight	± 100 ft.
With simulated major emergency	± 150 ft.
Tracking on radio aids	± 10 ft.
<b>Heading:</b>	
Normal flight	± 10°
With simulated major emergency	± 15°
<b>Speed:</b>	
Take-off and approach multi-engine	± 5 knots
All other flight regimes	± 15 knots
<b>Ground drift</b>	
T.O. hover I.G.E.	± 3 ft.
Landing	No sideways or backward movement



#### H. FI/IRI(H) Assessment of Competence - Knowledge, Skills and Attitude Assessment Guidance.

The assessment of instructors should be made against the following performance standards

Competencies	Performance	Knowledge	Remarks
<b>Prepare resources</b>	<ul style="list-style-type: none"> <li>- Ensures adequate facilities;</li> <li>- Prepares briefing material;</li> <li>- Manages available tools;</li> <li>- Plans training within the training envelope of the training platform, as determined by the ATO</li> </ul>	<ul style="list-style-type: none"> <li>- Understand objectives;</li> <li>- Available tools;</li> <li>- Competency-based training methods;</li> <li>- Understands the training envelope of the training platform, as determined by the ATO</li> </ul>	
<b>Create a climate conducive to learning</b>	<ul style="list-style-type: none"> <li>- Establishes credentials, role model's appropriate behavior;</li> <li>- Clarifies roles;</li> <li>- States objectives;</li> <li>- Ascertains and supports student pilot's needs</li> </ul>	<ul style="list-style-type: none"> <li>- Barriers to learning;</li> <li>- Learning styles.</li> </ul>	
<b>Present knowledge</b>	<ul style="list-style-type: none"> <li>- Communicates clearly;</li> <li>- Creates and sustains realism;</li> <li>- Looks for training opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching methods</li> </ul>	-
<b>Integrate TEM and CRM</b>	<ul style="list-style-type: none"> <li>- Makes TEM and CRM links with technical training;</li> <li>- For airplanes: makes upset prevention links with technical training.</li> </ul>	<ul style="list-style-type: none"> <li>- TEM and CRM;</li> <li>- Causes and countermeasures against undesired aircraft</li> </ul>	
<b>Manage time to achieve training objectives</b>	<ul style="list-style-type: none"> <li>- Allocates the appropriate time to achieve competency objective.</li> </ul>	<ul style="list-style-type: none"> <li>- Syllabus time allocation</li> </ul>	-
<b>Facilitate learning</b>	<ul style="list-style-type: none"> <li>- Encourages trainee participation;</li> <li>- Shows motivating, patient, confident and assertive manner;</li> <li>- Conducts one-to-one coaching;</li> <li>- Encourages mutual support.</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitation;</li> <li>- How to give constructive feedback</li> <li>- How to encourage trainees to ask - questions and seek</li> </ul>	
<b>Assesses trainee performance</b>	<ul style="list-style-type: none"> <li>- Assesses and encourages trainee self-assessment of performance against competency standards;</li> <li>- Makes assessment decision and provides clear feedback;</li> <li>- Observes CRM behavior.</li> </ul>	<ul style="list-style-type: none"> <li>- Observation techniques;</li> <li>- Methods for recording observations</li> </ul>	
<b>Monitor and review progress</b>	<ul style="list-style-type: none"> <li>- Compares individual outcomes to defined objectives;</li> <li>- Identifies individual differences in learning rates;</li> <li>- Applies appropriate corrective action.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning styles;</li> <li>- Strategies for training adaptation to meet individual needs</li> </ul>	
<b>Evaluate training sessions</b>	<ul style="list-style-type: none"> <li>- Elicits feedback from student pilots;</li> <li>- Tracks training session processes against competence criteria;</li> <li>- Keeps appropriate records.</li> </ul>	<ul style="list-style-type: none"> <li>- Competency unit and associated elements;</li> <li>- Performance criteria.</li> <li>- Phase training objectives;</li> </ul>	
<b>Report outcome</b>	<ul style="list-style-type: none"> <li>- Reports accurately using only observed actions and events.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual versus systemic weaknesses</li> </ul>	