

Instructor Certificate is Valid for 3 years

Α.	Δn	nlicant	Details.
л.	ΛÞ	piicaiit	Details.

Applicant name (First & surname)									
Date of birth									
License type & number									
B. The Instructor Assessment of Con	mpetence.								
Purpose	☐ Instructor rating issuance	□Instructor ratin	g Revalidation	☐Instructor rating Renewal					
Instructor certificate type	□ TRI		□ SFI						
Aircraft category	☐ Airplane		☐ Helicopter						
Type rating expiry date									
Aircraft type									
C. Applicant Declaration.									
I declare that the information provided	I on this form is true to the best of my k	nowledge and belie	ef.						
Name	Signature		Date						
D. ATO Head of Training Declaration	(For rating issuance and renewal, f	or revalidation as	applicable).						
<ul> <li>I certify that the above applicant has r</li> <li>Issuance.</li> </ul>	net CAR FCL requirement for instructo	r certificate:							
□ Renewal.									
□ Revalidation.									
Name	Signature	Da	ate	ATO Name					
	o.ga.a.o			71101141110					
E. TRE/SFE Examiner Declaration (S	FE for SFI applicant only).								
I confirm that:  Communication with the applicant of	an be established without language ba	arrioro:							
	e applicant regarding his/her experience		and found that expe	rience and instruction complying with					
the applicable requirements in CAR		e and mondern, a	ina iouna mai expe	mence and instruction complying with					
renewal of the license, rating or cer - I have made the applicant aware	omplies with all the qualification, traini tificate for which the skill test, proficien of the consequences of providing inco	cy check or assess	ment of competence	e is taken					
experience.	his as hos sight of appeal to the secult	of the addill toot/orafi	alamay ahaak ar aa	accoment of competence					
	his or her right of appeal to the result of								
				- The skill test/proficiency check or assessments of competence report shall include a copy of the examiner certificate containing the scope of his/her					
privileges as examiner in the case of skill tests, proficiency checks or assessments of competence									
		1							
Examiner Name	License Number	1	ature	Date					
Examiner Name  F. Assessment of Competence Deta	License Number	1							
F. Assessment of Competence Deta  • I certify that, I have conducted	License Number  ils.  □ Instructor rating issuance	1	ature g revalidation						
Assessment of Competence Deta     I certify that, I have conducted assessment of competence for:	License Number  ils.  □ Instructor rating issuance □ TRI	Sign	g revalidation	Date					
F. Assessment of Competence Deta  I certify that, I have conducted assessment of competence for:  Aircraft/FSTD type & number	License Number  ils.  □ Instructor rating issuance	Sign	ature g revalidation	Date					
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#### AMC1 FCL.935 Assessment of competence.

GENERAL

- (a) The format and application form for the assessment of competence are determined by the CAA.
- (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 assessment of competence, 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 member 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 maneuvers (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.

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Applic     Date	cant name (First & surname) of birth					
No	Instructor (TRI & SFI) Assessment of Competence Events	Result Pass Fa	Remarks			
	The training and assessment of instructors should be made actericles and Assessment" (see AMC1 FCL.920)		•••			
SECTIO	N. 1 - Proflight Printing	Insert examiner's	initials			
SECTIO	DN 1 - Preflight Briefing					
1.1	The objectives of the training session					
1.2	Roles of Instructor candidate					
1.3	Climate conducive to learning					
1.4	Preparation and planning  Presentation technique					
1.5	Instructional technique	+ + + + + + + + + + + + + + + + + + + +				
1.7	Integration & development of airmanship, CRM and TEM	+ +				
1.8	Interaction with trainees					
1.9	Ability to correctly observe, record and evaluate					
SECTIO	ON 2 - Conduct of Training Session					
2.1	The need to give the 'trainee' precise instructions					
2.2	Responsibility for safe conduct of the flight/simulator session					
2.3	Intervention by instructor, when necessary					
2.4	Correct use of Radio Telephony (RT)					
2.5	Correction of errors and techniques					
2.6	Application of standard operating procedures (SOP's)	+ +				
2.7	Simulator handling and Instructor operating Station (IOS) management					
2.8	Handling of simulator/aircraft deficiencies/problems	+				
2.9	Positioning and use of airspace	1				
2.10	Interaction with trainees					
2.11	Time management and pace to achieve training objectives					
2.12	Integrate threat and error management and crew resource management					
2.13	Technical and procedural accuracy					
2.14	Instructional technique					
2.15	Intervention techniques  Keeping factual and unobtrusive notes	+ +	- +			
2.17	Additional demonstration exercises related to the applicable	+ +	<del></del>			
	instructor certificate					
SECTIO	DN 3 - Trainee Assessment					
3.1	Overstioning and interaction with trains of a					
3.1	Questioning and interaction with trainee(s)  Trainee assessment/grading	+ +	- +			
3.2	Trainee assessment/grading		I			
SECTIO	DN 4 - FSTD/Flight Debriefing					
4.1	Presentation and discussion of observations  Progress review	+				
4.2	Training evaluation	+ + + + + + + + + + + + + + + + + + + +				
4.4	Structuring and time planning	+ +				
4.5	Reporting outcome					
4.6	Presentation technique					
4.7	Clarity of Explanation					
4.8	Student participation					
	<del></del>					
SECTIO	ON 5 - Recording of Documentation					
5.1	Training form	<del>1 1</del>				
5.1 5.2	Training form Trainee file/folder	+				
5.3	notification of any repeated or deferred items	+ +				
SECTIO	SECTION 6 - Demonstration of Theoretical Knowledge					
6.1	The instructor applicant should demonstrate to the Examiner a	<del></del>				
0.1	satisfactory knowledge with the function of SFI/TRI					

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#### Appendix A - AMC1 FCL.920 Instructor competencies and assessment.

Competencies		Performance	Knowledge	Remarks
1	Prepare resources	- Ensures adequate facilities; - Prepares briefing material; - Manages available tools; - Plans training within the training envelope of the training platform, as determined by the ATO	- Understand objectives; - Available tools; - Competency-based training methods; - Understands the training envelope of the training platform, as determined by the ATO	
2	Create a climate conducive to learning	- Establishes credentials, role model's appropriate behavior; - Clarifies roles; - States objectives; - Ascertains and supports student pilot's needs	- Barriers to learning; - Earning styles.	
3	Present knowledge	- Communicates clearly; - Creates and sustains realism; - Looks for training opportunities.	- Teaching methods	
4	Integrate TEM and CRM	Makes TEM and CRM links with technical training;     For airplanes: makes upset prevention links with technical training.	- TEM and CRM; - Causes and countermeasures against undesired aircraft	
5	Manage time to achieve training objectives	- Allocates the appropriate time to achieve competency objective.	- Syllabus time allocation	
6	Facilitate learning	- Encourages trainee participation; - Shows motivating, patient, confident and assertive manner; - Conducts one-to-one coaching; - Encourages mutual support.	- Facilitation; - How to give constructive feedback - How to encourage trainees to ask - questions and seek	
7	Assesses trainee performance	Assesses and encourages trainee self- assessment of performance against competency standards;     Makes assessment decision and provides clear feedback;     Observes CRM behavior.	Observation techniques;     Methods for recording observations	
8	Monitor and review progress	Compares individual outcomes to defined objectives;     Identifies individual differences in learning rates;     Applies appropriate corrective action.	Learning styles;     Strategies for training adaptation to meet individual needs	
9	Evaluate training sessions	Elicits feedback from student pilots;     Tracks training session processes against competence criteria;     Keeps appropriate records.	Competency unit and associated elements;     Performance criteria.     Phase training objectives;	
10	Report outcome	- Reports accurately using only observed actions and events.	- Individual versus systemic weaknesses	

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