

Instructor Certificate is Valid for 3 years

Α.	Δn	nlicant	Details.
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	A I' (F' 10	1							
	Applicant name (First & surname)								
	Date of birth								
В.	License type & number The Instructor Assessment of Competence.								
	_	T			T				
	Purpose	☐ Instructor rating issuance	e □Instructor rating		☐Instructor rating Renewal				
	Instructor certificate type	☐ TRI		□ SFI					
	Aircraft category	☐ Airplane		☐ Helicopter					
	Class/type rating expiry date Aircraft type								
• /	All Craft type	<u> </u>							
C.	C. Applicant Declaration.								
•	I declare that the information provided	on this form is true to the best		f					
	Name Signature Date				Date				
D.	ATO Head of Training Declaration	(For rating issuance and rer	newal, for revalidation as a	pplicable).					
	I certify that the above applicant has r	net CAR FCL requirement for in	nstructor certificate:						
	Issuance. Renewal.								
	Revalidation.								
	Name	Signature	Da	te	ATO Name				
E.	TRE/SFE Examiner Declaration (S	SFE for SFI applicant only).							
	confirm that:								
	- Communication with the applicant of			16 10 1					
-	 I have received information from the the applicable requirements in CAR 		sperience and instruction, ar	na touna that exp	erience and instruction complying with				
<u> </u>			n training and experience	requirements in (CAR FCL for the issue, revalidation or				
					renewal of the license, rating or certificate for which the skill test, proficiency check or assessment of competence is taken - I have made the applicant aware of the consequences of providing incomplete, inaccurate or false information related to their training and flight				
	experience.				don related to their training and hight				
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G. Assessment of Competence Details - Second Attempt.

I certify that, I have conducted		ctor rating issuance	☐ Instructor rating rev		□ Instructor rating renewal		
assessment of competence for:	□ TRI			□ SFI			
 Aircraft/FSTD type & number 	☐ Aircra	ft:	□ F	□ FSTD:			
 Date of assessment 							
 Duration of assessment 							
 Assessment result 	☐ Passe	ed	□ Failed				
 Instructor rating validity date 							
☐ Instructor rating invalid until successfu	ıl completion	on of further assessment of	competence - as applica	ble for revalida	ation only		
Examiner Name	License Number		Signature)	Date		
I acknowledge the result of the assess	sment of c	ompetence detailed above.					
Applicant Name		Signat	ture		Date		
		_					
Examiner Report - Complete for Fail Complete	Jilly.						
Minimum Training Requirement Prior	to Re-test	t (For fail only).					
Flight hours							
Ground Hours	I						

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 	cant name (First & surname)					
Date	of birth					
		A44		A	10	Comments
No	Instructor (TRI & SFI) Assessment of Competence	Attem Pass	Pt 1 Fail	Pass	mpt 2 Fail	Comments
		,				
	The Training and Assessment of instructors should be made	against the	perforr	mance s	tandards	at Appendix A to this form "Instructor
Compet	encies and Assessment" (see AMC1 FCL.920)			,,		
CECTIC	N 4 O	Inser	t examı	ner's initi	ais	
	N 1 - General					T
1.1	Safety Awareness Aircraft Technical knowledge	+				
1.3	Knowledge, Skills and Attitudes relevant to the role of the TRI					
1.3	SFI					
1.4	Importance of human factors in the man-machine environment					
1.7	and the role of CRM					
1.5	Identification and correction of errors					
1.6	Standard Operating procedures					
1.7	Training administration (Training Records - course approvals,					
	Aircraft, FSTD approvals etc.)					
OFOTIO						
	DN 2 - Preflight Briefing				1	T
2.1	Presentation technique Technical accuracy					
2.2	Clarity of explanation					
2.3	Clarity of explanation Clarity of speech					
2.5	Instructional technique					
2.6	Use of training aids					
2.7	Student participation					
2.1	Otadeni participation					
SECTIO	N 3 - Flight					
3.1	Effectiveness of demonstration exercise					
3.2	Correction of errors or techniques					
3.3	Aircraft / FSTD Operation					
3.4	Instructional technique					
3.5	General airmanship and safety					
3.6	Positioning and use of airspace					
3.7	Interaction with Student					
SECTIO	N 4 - Post Flight Debriefing					
	structor Applicants should demonstrate the ability to facilitate and	d record a con	structiv	e and inc	lusive de	e-brief, identifying positive aspects of the
	ment and also areas that need improvement or re-assessment.					, , , , , ,
4.1	Presentation technique					
4.2	Technical accuracy					
4.3	Clarity of explanation					
4.4	Clarity of speech					
4.5	Instructional technique					
4.6	Use of training aids					
4.7	Student participation					
SECTIO	N 5 - Other Exercises					
	al demonstration exercises, related to the Training requirements	for the applica	hle Inst	tructor ce	rtificate a	and / or items from Annendix A - (AMC1
	D) Instructor Competencies and Assessment	ioi aic applice			, anoute t	and the month appendix to (Alviot
5.1						
5.2						
5.3						

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

С	Competencies	Performance	Knowledge			
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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