

# Examiners Record – FI/TRI/IRI/SFI (H) Assessment of Competence



Please complete this form online (preferred method) then print, sign and submit as instructed. Alternatively, print, then complete in BLOCK CAPITALS using black or dark blue ink.

Unique No. (to be completed by CAA)

Please read attached Guidance Notes before completing this form.

## FALSE REPRESENTATION STATEMENT

It is an offence under Article 256 of the Air Navigation Order 2016 to make, with intent to deceive, any false representation for the purpose of procuring the grant, issue, renewal or variation of any certificate, licence, approval, permission or other document. This offence is punishable on summary conviction by a fine up to £5000, and on conviction on indictment with an unlimited fine or up to two years imprisonment or both.

### 1. Applicant Details

To be completed by the Applicant

Candidate Name: ..... CAA Reference Number:   
Date flight training or refresher training completed (if applicable) .....  
Met the instructional experience requirements of Part FCL (Y/N) .....

### 2. AoC Details

To be completed by the Applicant

Type of AoC: ..... Location: ..... Date: .....  
A/C: FSTD: Take off: ..... Landing: ..... Flight Time: .....  
A/C type and reg or FSTD Identification number: .....

### 3. Approved Training Organisation

Approved Training Organisation (ATO): ..... ATO Approval No: .....  
Competent Authority Issuing Approval: .....  
Recommended for AoC by: .....

### 4. Result

Tick appropriate box:

Pass:

Fail:

Partial:

Rating issued until (if applicable): ..... or SRG1100 issued until .....

I have received information from the applicant regarding their experience and instruction and certify that this complies with the requirements of Part-FCL.

Examiner's Name: ..... Examiner's No: .....

Examiner's Signature: ..... Date of Signature: .....

Authorising Competent Authority: ..... Date of Examiner UK briefing: (if applicable) .....

3 copies required. Copies of the report shall be submitted to: (1) The Applicant, (2) The UK CAA, (3) The Examiner

SECTION 1: Theoretical Knowledge Oral	Topics covered (FI/IRI only) (see Note 2)	Pass	Fail
1.1 Air Law and ATC Procedures	.....		
1.2 Aircraft General Knowledge	.....		
1.3 Flight Performance and Planning	.....		
1.4 Human Performance	.....		
1.5 Meteorology	.....		
1.6 Navigation	.....		
1.7 Operational Procedures	.....		
1.8 Principles of Flight	.....		
1.9 Training Administration	.....		

Flight Exercises (see Note 3)	Pass	Fail
Main Exercise: .....		
Mandatory Exercise: .....		
Secondary Exercise: .....		

SECTION 2: Pre-Flight Briefing	Pass	Fail
2.1 Visual Presentation		
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		
2.8 MATED Brief		

SECTION 3: Flight	Pass	Fail
3.1 Arrangement of Demonstration		
3.2 Synchronisation of Speech		
3.3 Correction of Faults		
3.4 Aircraft Handling		
3.5 Instructional Technique		
3.6 General Airmanship and Safety		
3.7 Positioning and use of Airspace		
3.8 Student Participation		

SECTION 4: Post-Flight De-Briefing	Pass	Fail
4.1 Visual Presentation		
4.2 Technical Accuracy		
4.3 Clarity of Explanation		
4.4 Clarity of Speech		
4.5 Instructional Technique		
4.6 Use of Models and Aids		
4.7 Student Participation		
4.8 Facilitation		

SECTION 5: Lecture (see Note 4)	Pass	Fail
Topic: .....		
5.1 Visual Presentation		
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		

FCL.920 Instructor Competencies (evaluated during all sections) (see Note 1)	Pass	Fail
6.1 Preparation of resources		
6.2 Creating a climate conducive to learning		
6.3 Presenting Knowledge		
6.4 Integration of Threat and Error Management (TEM) and CRM		
6.5 Management of time to achieve training objectives		
6.6 Facilitating Learning		
6.7 Assessing Trainee Performance		
6.8 Monitoring and Reviewing Progress		
6.9 Evaluation of Training Sessions		

<b>Observations:</b>

## GUIDANCE NOTES

### 1. Assessment Criteria

The assessment of competence examiner record contains the required assessment criteria from Part FCL.920 and AMC3 FCL.935. Behavioural markers are identified for each of these criteria and annotated in the table below for reference by the examiner. A PASS is awarded for each of the criteria when the candidate demonstrates the behavioural markers to an acceptable standard. Examiners must be familiar with FCL.920 competencies and the required performance and knowledge.

Assessment Criteria	Acceptable Behavioural Markers
Visual Presentation	Consistent use of colour; clarity; layout; 'must knows' are clear.
Technical Accuracy	Technically accurate; up to date; standardised.
Clarity of Explanation	Logical order; Use of enabling objectives; 'simple to complex'; 'known to unknown'; 'parts to whole'.
Clarity of Speech	Clear voice; varies tone and speed; correct phraseology.
Instructional Technique	Habits; 'chalk and talk'; eye contact; manner; uses a learning model.
Use of Models and Aids	Used where appropriate; correct models; correct orientation for the student.
Student Participation (ground)	Follows a 'Lesson' technique; uses appropriate questions to test for base knowledge, understanding and application; uses open questions where appropriate; reiterates student answers; gives praise.
Facilitation	Uses facilitation techniques where appropriate.
Arrangement of Demonstration	Logical sequencing.
Synchronisation of Speech	Speech is in synchronisation with demonstrations including aircraft movement.
Correction of Faults	Faults are identified; prioritised; appropriate corrective action given.
Aircraft Handling	Accurate to at least CPL(H) parameters.
General Airmanship and Safety	All exercise airmanship points are covered; is cognisant of student's airmanship; demonstrates a high level of personal airmanship and safety awareness.
Positioning and use of Airspace	Appropriate use of heights and locations relative to the flight exercise.
Student Participation (flight)	Includes the student in all phases of the flight exercise; encourages student practice and improvement; gives praise.
Preparation of resources	Has appropriate, complete and standardised exercise and TK notes; has planned the training session and required equipment.
Creating a climate conducive to learning	Has considered the training environment and adapts as required.
Presenting Knowledge	Has demonstrated the behavioural markers identified in each assessment section
Integration of Threat and Error Management (TEM) and CRM	Understands the concept and demonstrates application of TEM integration. Uses TEM phraseology.
Management of time to achieve training objectives	Allocates an appropriate time to achieve the training objectives; Adjusts times as appropriate to cater for student performance.
Facilitating Learning	Use facilitation techniques where appropriate
Assessing Trainee Performance	Can accurately assess student performance and faults; categorises and prioritises student faults; corrects faults in manageable 'chunks'
Monitoring and Reviewing Progress	Recognises adequate performance to progress through a lesson; adapts to student's capabilities
Evaluation of Training Sessions	Can accurately debrief training sessions; understands the importance of immediate feedback; can complete training records

## GUIDANCE NOTES (continued)

### 2. Theoretical Knowledge

At least two questions from each subject (each requiring a 10 to 15 minute answer) should be asked for initial and renewal applicants, if not covered by the lecture. For revalidation applicants one question from each subject minimum, more if lack of subject knowledge is suspected.

### 3. Flight Exercises

Primary exercise: Flight exercise from the syllabus appropriate to the instructor qualification being assessed and notified by the examiner on the day of the assessment.

Secondary exercise: Flight exercise from the syllabus appropriate to the instructor qualification being assessed and agreed with the applicant prior to the flight.

Mandatory exercise for single engine helicopters – Engine off landing

Mandatory exercises for multi engine helicopters – Actions following an engine failure shortly after take-off;

– Single engine approach and go-around;

– Single engine approach and landing;

### 4. Lecture

The applicant is required to give a lecture under test conditions to other 'student(s)', one of whom will be the examiner. The test lecture is to be selected from items of section 1. The amount of time for preparation of the test lecture is agreed upon beforehand with the examiner (normally no more than 5 days). Appropriate literature may be used by the applicant. The test lecture should not exceed 45 minutes.

### 5. Observations

The 'Observations' section must reflect the candidate performance and must include the main debrief points for the both the candidate AND the ATO that conducted the training. Where section item(s) are annotated as 'Fail' and the reason for the failure is an Instructor Competency then this must be made clear in the text in the 'Observations: box'. If more space is required, please continue on a separate sheet and attach it to the examiner record. The use of 'Satis' is not acceptable.