ENAC Examiner form - **Mod. CKL 07**
CHECK LIST

TRI - SFI
ISSUE - EXTENSION - REVAL - RENEWAL

Ed. 2025.01
Rev 00.00

TRI - SFI
A - H

☐ TRI
☐ SFI

ISSUE - EXTENSION
REVALIDATION - RENEWAL
ASSESSMENT OF COMPETENCE

☐ INITIAL ISSUE
☐ EXTENSION
☐ REVALIDATION
☐ RENEWAL

CHECK LIST
Ref: Part FCL.920 / FCL.935 Reg. 1178/2011

☐ A
☐ H

A	APPLICANT DETAILS

Applicant last name(s)		*Licence type*	
Applicant first name(s)		*Licence number*	
Signature		*ID card nr.*	

TRI / SFI			TRI - SFI ASSESSMENT OF COMPETENCE				
MANOEUVRES / PROCEDURES			FSTD	A / H	PASS	FAIL	N / A
1	**SECTION 1 – THEORETICAL KNOWLEDGE EXAMINATION** *>>> Note 1: Section 1, the oral theoretical knowledge examination part of the assessment of competence, is for all Instructor and is subdivided into two parts, lecture to other students management and theoretical knowledge oral assessment*						
- - -	*Intentionally left blank*		N / A	N / A	N / A	N / A	N / A
1.1	**Lecture to other student(s) management** *>>> Note 2: test lecture is to be selected from items 1.10 through 1.16*						
1.2	Visual presentation		☐	☐	☐	☐	☐
1.3	Technical accuracy		☐	☐	☐	☐	☐
1.4	Clarity of explanation		☐	☐	☐	☐	☐
1.5	Clarity of speech		☐	☐	☐	☐	☐
1.6	Instruction technique		☐	☐	☐	☐	☐
1.7	Correct use of model and aids		☐	☐	☐	☐	☐
1.8	Student participation		☐	☐	☐	☐	☐
1.9	**Theoretical knowledge oral assessment**						
1.10	The role of instructor		☐	☐	☐	☐	☐
1.11	Teaching and learning styles		☐	☐	☐	☐	☐
1.12	Observational skills		☐	☐	☐	☐	☐
1.13	TEM		☐	☐	☐	☐	☐
1.14	Human performance and limitations		☐	☐	☐	☐	☐
1.15	Flight safety, prevention of incidents and accidents		☐	☐	☐	☐	☐
1.16	Competency-based instruction		☐	☐	☐	☐	☐
1.17	Training administration		☐	☐	☐	☐	☐

Examiner initials ➡️

ENAC Examiner form – Mod. CKL 07
CHECK LIST

TRI – SFI
ISSUE – EXTENSION – REVAL – RENEWAL

Ed. 2025.01
Rev 00.00

TRI / SFI		TRI - SFI ASSESSMENT OF COMPETENCE				
MANOEUVRES / PROCEDURES		FSTD	A / H	PASS	FAIL	N / A
1	**SECTION 1 – THEORETICAL KNOWLEDGE EXAMINATION (cont.)** >>> *Note 1: Section 1, the oral theoretical knowledge examination part of the assessment of competence, is for all Instructor and is subdivided into two parts, lecture to other students management and theoretical knowledge oral assessment*						
- - -	*Intentionally left blank*	*N / A*	*N / A*	*N / A*	*N / A*	*N / A*
1.18	*Core instructor competence - performance standard evaluation*					
1.19	*Resources preparation* • *Adequate facilities availability* • *Briefing material preparation* • *Available tools management* • *Training planning with respect to training envelope and platform*	☐	☐	☐	☐	☐
1.20	*Learning climate* • *Credentials, role models, appropriate behaviour* • *Roles definition and explanation* • *Mission objectives identification* • *Student pilot need perception and support*	☐	☐	☐	☐	☐
1.21	*Knowledge presentation* • *Clear communication* • *Creating and sustaining realism* • *Training opportunities management*	☐	☐	☐	☐	☐
1.22	*TEM and CRM elements integration* • *TEM and CRM links with technical training* • *Upset prevention links with technical training*	☐	☐	☐	☐	☐
1.23	*Time management and training objectives achievement* • *Appropriate time allocation*	☐	☐	☐	☐	☐
1.24	*Learning facilitation* • *Trainee participation encouragement* • *Motivating, patient, confident and assertive manner* • *One to one coaching* • *Mutual support encouragement*	☐	☐	☐	☐	☐
1.25	*Trainee performance assessment* • *Trainee self-assessment against competency standards* • *Decision assessment* • *Feed-back clarity* • *CRM behaviour observation*	☐	☐	☐	☐	☐
1.26	*Progress review and monitor* • *Individual outcomes comparison to defined objectives* • *Individual differences in learning rates identification* • *Appropriate corrective action application*	☐	☐	☐	☐	☐
1.27	*Training session evaluation* • *Feed-back from student pilot elicitating process* • *Training session processes tracking against competence criteria*	☐	☐	☐	☐	☐
1.28	*Outcome report* • *Accurate report process using only observed actions and events*	☐	☐	☐	☐	☐
					Examiner initials	➡

ENAC Examiner form – Mod. CKL 07
CHECK LIST

TRI – SFI
ISSUE – EXTENSION – REVAL – RENEWAL

Ed. 2025.01
Rev 00.00

TRI / SFI	TRI – SFI ASSESSMENT OF COMPETENCE				
MANOEUVRES / PROCEDURES	FSTD	A / H	PASS	FAIL	N / A
2 SECTION 2 – PRE-FLIGHT BRIEFING >>> *Note 2: Examiner should select main exercises*					
2.1 Visual presentation	☐	☐	☐	☐	☐
2.2 Technical accuracy	☐	☐	☐	☐	☐
2.3 Clarity of explanation	☐	☐	☐	☐	☐
2.4 Clarity of speech	☐	☐	☐	☐	☐
2.5 Instructional technique	☐	☐	☐	☐	☐
2.6 Correct use of model and aids	☐	☐	☐	☐	☐
2.7 Student participation	☐	☐	☐	☐	☐
Examiner initials ➡					
3 SECTION 3 – FLIGHT EXERCISES >>> *Note 3: Examiner should select main exercises*					
3.1 Exercise demonstration arrangement	☐	☐	☐	☐	☐
3.2 Synchronization of speech with demonstration	☐	☐	☐	☐	☐
3.3 Faults identification and correction	☐	☐	☐	☐	☐
3.4 Smoothness, precision and accuracy in aircraft handing	☐	☐	☐	☐	☐
3.5 Instructional technique	☐	☐	☐	☐	☐
3.6 General airmanship and safety supervision	☐	☐	☐	☐	☐
3,7 Position awareness and proper airspace use	☐	☐	☐	☐	☐
Examiner initials ➡					
4 SECTION 4 – MULTI-ENGINE EXERCISES					
4.1 Engine failure during takeoff after V1	☐	☐	☐	☐	☐
4.2 Engine failure during approach followed by a missed approach procedure	☐	☐	☐	☐	☐
4.3 Engine failure during approach followed by a full stop landing	☐	☐	☐	☐	☐
Examiner initials ➡					
5 SECTION 5 – POST-FLIGHT DE-BRIEFING					
5.1 Visual presentation	☐	☐	☐	☐	☐
5.2 Technical accuracy	☐	☐	☐	☐	☐
5.3 Clarity of explanation	☐	☐	☐	☐	☐
Examiner initials ➡					

ENAC Examiner form – Mod. CKL 07
CHECK LIST

TRI - SFI
ISSUE - EXTENSION - REVAL - RENEWAL

Ed. 2025.01
Rev 00.00

TRI / SFI	TRI - SFI ASSESSMENT OF COMPETENCE				
MANOEUVRES / PROCEDURES	FSTD	A / H	PASS	FAIL	N / A
5 SECTION 5 – POST-FLIGHT DE-BRIEFING (cont.)					
5.4 Clarity of speech	☐	☐	☐	☐	☐
5.5 Instructional technique	☐	☐	☐	☐	☐
5.6 Correct use of model and aids	☐	☐	☐	☐	☐
5.7 Student participation	☐	☐	☐	☐	☐
Examiner initials ➡					

B TYPE RATING EXAMINER				
Examiner details	*Name*		*License number*	
	Signature		*Location and date*	

➤ END ◀

>>>>> **STANDARDIZATION REFERENCE GUIDE - NOT TO BE REPORTED TO NAA** <<<<<

A1	APPENDIX 1 - GLOSSARY, CROSS-REFERENCE, DETAILED INSTRUCTIONS	
(a)	Aircraft / FSTD / FFS to be used	The assessment of competence for a TRI for MPA and PL shall be conducted in an FFS. If no FFS is available or accessible, an aircraft shall be used. The assessment of competence for a TRI for single-pilot high-performance complex aeroplanes and helicopters shall be conducted in any of the following: • An available and accessible FFS • If no FFS is available or accessible, in a combination of FSTD(s) and an aircraft • If no FSTD is available or accessible, in an aircraft.
(b)	Class or type to be used	The assessment shall be performed on the same class or type of aircraft or FSTD used for the flight instruction
(c)	Privileges exercise in case of test failure	When an assessment of competence is required for revalidation of an instructor certificate, an applicant who fails to achieve a pass in the assessment before the expiry date of an instructor certificate shall not exercise the privileges of that certificate until the assessment has successfully been completed

A2	APPENDIX 2 - FLIGHT TEST TOLERANCE	
	Applicants shall demonstrate the ability to:	
(a)	Demonstrate adequate knowledge and skills associated with the function of an instructor in the FSTD or flight	
(b)	Demonstrate correct judgement and instructional technique allowing students to practice using an appropriate blend of direct instruction in the FSTD or flight and allowing practice by using trial and error	
(c)	Use Instructor patter demonstration to allow trainee(s) to gain additional knowledge via an appropriate patter technique, whereby trainee(s) gain knowledge from imitation	
(d)	Deliver constructive developmental feedback which will help to reduce or eliminate errors	
(e)	Manage time and pace exercises appropriately avoiding any tendency of rushing	
(f)	Recognise student errors	
(g)	Establish the root cause of errors and prioritise major errors first and minor errors secondly	
(h)	Keep the training environment positive at all time	
(i)	Not to deliver negative training or negative transfer of training to trainee(s)	
(j)	To deliver appropriate and timely instruction in such a manner that does not increase workload, diminish capacity or confuse trainee(s)	
(k)	Demonstrate the ability to observe, record, classify, evaluate and train to competence with intelligent use of repeats and sequencing	
(l)	Be aware of student fatigue and related consequences on training performance recognizing that mental capacity may be reduced, the ability to handle stressful situations, multi-tasking and training performance may be impeded	
(m)	Effectively collate notes of the trainee(s) performance during training events	
(n)	Not over-prompt trainee(s) and establish a balance of support for all trainee(s)	

>>>>> **STANDARDIZATION REFERENCE GUIDE - NOT TO BE REPORTED TO NAA** <<<<<

END