


 Ente Nazionale per l'Aviazione Civile	<b>TRI - SFI</b> <b>A - H</b>	<input type="checkbox"/> TRI <input type="checkbox"/> SFI
	<b>INITIAL ISSUE - EXTENSION</b> <b>REVALIDATION - RENEWAL</b> <b>ASSESSMENT of COMPETENCE</b>	<input type="checkbox"/> INITIAL ISSUE <input type="checkbox"/> EXTENSION <input type="checkbox"/> REVALIDATION <input type="checkbox"/> RENEWAL
 	<b>CHECK LIST</b> Ref: Part FCL.920 / FCL.935 Reg. 1178/2011	<input type="checkbox"/> A <input type="checkbox"/> H

<b>A</b>	<b>APPLICANT DETAILS</b>		
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

<b>1</b>	<b>SECTION 1 - THEORETICAL KNOWLEDGE EXAMINATION</b>					
>>> 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						





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1.1	<b>Lecture to other student(s) management</b>					
>>> Note 2: test lecture is to be selected from items 1.10 through 1.16						
1.2	Visual presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Technical accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Clarity of explanation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Clarity of speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Instruction technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Correct use of model and aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8	Student participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9	<b>Theoretical knowledge oral assessment</b>					
1.10	The role of instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11	Teaching and learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12	Observational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13	TEM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14	Human performance and limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.15	Flight safety, prevention of incidents and accidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.16	Competency-based instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.17	Training administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examiner initials 					
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TRI / SFI		TRI - SFI ASSESSMENT of COMPETENCE				
MANOEUVRES / PROCEDURES		FSTD	A/H	PASS	FAIL	N/A
<b>SECTION 1 - THEORETICAL KNOWLEDGE EXAMINATION (cont.)</b>						
1	>>> 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	<b>Core instructor competence - performance standard evaluation</b>					
1.19	Resources preparation <ul style="list-style-type: none"><li>Adequate facilities availability</li><li>Briefing material preparation</li><li>Available tools management</li><li>Training planning with respect to training envelope and platform</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.20	Learning climate <ul style="list-style-type: none"><li>Credentials, role models, appropriate behaviour</li><li>Roles definition and explanation</li><li>Mission objectives identification</li><li>Student pilot need perception and support</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.21	Knowledge presentation <ul style="list-style-type: none"><li>Clear communication</li><li>Creating and sustaining realism</li><li>Training opportunities management</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.22	TEM and CRM elements integration <ul style="list-style-type: none"><li>TEM and CRM links with technical training</li><li>Upset prevention links with technical training</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.23	Time management and training objectives achievement <ul style="list-style-type: none"><li>Appropriate time allocation</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.24	Learning facilitation <ul style="list-style-type: none"><li>Trainee participation encouragement</li><li>Motivating, patient, confident and assertive manner</li><li>One to one coaching</li><li>Mutual support encouragement</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.25	Trainee performance assessment <ul style="list-style-type: none"><li>Trainee self-assessment against competency standards</li><li>Decision assessment</li><li>Feed-back clarity</li><li>CRM behaviour observation</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.26	Progress review and monitor <ul style="list-style-type: none"><li>Individual outcomes comparison to defined objectives</li><li>Individual differences in learning rates identification</li><li>Appropriate corrective action application</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.27	Training session evaluation <ul style="list-style-type: none"><li>Feed-back from student pilot eliciting process</li><li>Training session processes tracking against competence criteria</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.28	Outcome report <ul style="list-style-type: none"><li>Accurate report process using only observed actions and events</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examiner initials 						



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

Applicant name \_\_\_\_\_



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MANOEUVRES / PROCEDURES		FSTD	A / H	PASS	FAIL	N / A
<b>5</b>	<b>SECTION 5 - POST-FLIGHT DE-BRIEFING (cont.)</b>					
5.4	Clarity of speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5	Instructional technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6	Correct use of model and aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7	Student participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examiner initials						
<b>B</b>	<b>TYPE RATING EXAMINER</b>					
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	<p>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.</p> <p>The assessment of competence for a TRI for single-pilot high-performance complex aeroplanes and helicopters shall be conducted in any of the following:</p> <ul style="list-style-type: none"><li>• An available and accessible FFS</li><li>• If no FFS is available or accessible, in a combination of FSTD(s) and an aircraft</li><li>• If no FSTD is available or accessible, in an aircraft.</li></ul>
(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		
<b>Applicants shall demonstrate the ability to:</b>		
(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)

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END