
 Ente Nazionale per l'Aviazione Civile	FI (j) A - H	<input type="checkbox"/> FI (j) —> FCL.905.FI(j)
	INITIAL ISSUE ASSESSMENT of COMPETENCE	<input type="checkbox"/> INITIAL ISSUE
	CHECK LIST Ref: Part AMC1 FCL.920 / FCL.935 Reg. 1178/2011	<input type="checkbox"/> A <input type="checkbox"/> H


A	APPLICANT DETAILS		
Applicant last name(s)		Licence type	
Applicant first name(s)		Licence number	
Signature		ID card nr.	

FI (j)		FI (j) 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	<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	Theoretical knowledge oral assessment					
1.10	Air law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11	Aircraft general knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12	Flight performance and planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13	Human performance and limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14	Meteorology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.15	Navigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.16	Operational procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.17	Principles of flight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examiner initials 						




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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					
1.18	Training administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.19	Core instructor competence - performance standard evaluation					
1.20	Resources preparation <ul style="list-style-type: none"> Adequate facilities availability Briefing material preparation Available tools management Training planning with respect to training envelope and platform 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.21	Learning climate <ul style="list-style-type: none"> Credentials, role models, appropriate behaviour Roles definition and explanation Mission objectives identification Student pilot need perception and support 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.22	Knowledge presentation <ul style="list-style-type: none"> Clear communication Creating and sustaining realism Training opportunities management 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.23	TEM and CRM elements integration <ul style="list-style-type: none"> TEM and CRM links with technical training Upset prevention links with technical training 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.24	Time management and training objectives achievement <ul style="list-style-type: none"> Appropriate time allocation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.25	Learning facilitation <ul style="list-style-type: none"> Trainee participation encouragement Motivating, patient, confident and assertive manner One to one coaching Mutual support encouragement 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.26	Trainee performance assessment <ul style="list-style-type: none"> Trainee self-assessment against competency standards Decision assessment Feed-back clarity CRM behaviour observation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.27	Progress review and monitor <ul style="list-style-type: none"> Individual outcomes comparison to defined objectives Individual differences in learning rates identification Appropriate corrective action application 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.28	Training session evaluation <ul style="list-style-type: none"> Feed-back from student pilot eliciting process Training session processes tracking against competence criteria 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.29	Outcome report <ul style="list-style-type: none"> Accurate report process using only observed actions and events 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2	SECTION 2 - PRE-FLIGHT BRIEFING >>> Note 2: Examiner should select main exercises					
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 				
3	SECTION 3 - FLIGHT EXERCISES >>> Note 3: Examiner should select main exercises					
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 				
4	SECTION 4 - MULTI-ENGINE EXERCISES >>> Note 4: The following exercises are to be demonstrated during an assessment of competence for ME FI >>> Note 5: This section, if applicable, is done in a ME aircraft, or an FFS or FNPT II simulating a ME aircraft >>> Note 6: This section is completed in addition to sections 2, 3 and 5					
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 				
5	SECTION 5 - INSTRUMENT EXERCISES					
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"/>
		Examiner initials 				

Applicant name _____



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5	SECTION 5 - INSTRUMENT EXERCISES (cont.					
5.3	Clarity of explanation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	FLIGHT INSTRUCTOR 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 to be used	The assessment shall be performed on the same class or type of aircraft or FSTD used for the flight instruction.
(b)	PIC / student role	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. The examiner, another instructor functions as the 'student'.
(c)	Exercises demonstration	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 manoeuvres 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.
(d)	SOPs, TEM principles and general behaviour	Use of the aeroplane checklists, airmanship, control of the aeroplane by external visual reference, anti-icing/de-icing procedures and principles of threat and error management apply in all sections

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)

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END