
 Ente Nazionale per l'Aviazione Civile	MPL I A	<input type="checkbox"/> MPL I
	INIT. ISSUE - REVAL. - RENEWAL ASSESSMENT of COMPETENCE	<input type="checkbox"/> INITIAL ISSUE <input type="checkbox"/> REVALIDATION <input type="checkbox"/> RENEWAL
	CHECK LIST Ref: AMC3 FCL.935 / AMC 1 FCL.920 Reg. 1178/2011	<input type="checkbox"/> A

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


MPL I	MPL I ASSESSMENT of COMPETENCE				
MANOEUVRES / PROCEDURES	FSTD	A	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	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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MPL I		MPL I ASSESSMENT of COMPETENCE				
MANOEUVRES / PROCEDURES		FSTD	A	PASS	FAIL	N/A
SECTION 1 - THEORETICAL KNOWLEDGE EXAMINATION (cont.)						
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	Core instructor competence - performance standard evaluation					
1.19	Resources preparation <ul style="list-style-type: none">Adequate facilities availabilityBriefing material preparationAvailable tools managementTraining planning with respect to training envelope and platform	<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">Credentials, role models, appropriate behaviourRoles definition and explanationMission objectives identificationStudent pilot need perception and support	<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">Clear communicationCreating and sustaining realismTraining opportunities management	<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">TEM and CRM links with technical trainingUpset prevention links with technical training	<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">Appropriate time allocation	<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">Trainee participation encouragementMotivating, patient, confident and assertive mannerOne to one coachingMutual support encouragement	<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">Trainee self-assessment against competency standardsDecision assessmentFeed-back clarityCRM behaviour observation	<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">Individual outcomes comparison to defined objectivesIndividual differences in learning rates identificationAppropriate corrective action application	<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">Feed-back from student pilot eliciting processTraining session processes tracking against competence criteria	<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">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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MANOEUVRES / PROCEDURES		FSTD	A	PASS	FAIL	N / A
2	SECTION 2 - 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 - DE-BRIEFING					
4.1	Visual presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Technical accuracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Clarity of explanation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Clarity of speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Instructional technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Correct use of model and aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Student participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Undesirable behavior: root cause analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Corrective actions understanding by the student	<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	



>>>>> **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 an MPL shall be conducted in an FFS. If no FFS is available or accessible, an aircraft shall be used
(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)	Operate the aeroplane or TMG within its limitations		
(b)	Complete all manoeuvres with smoothness and accuracy		
(c)	Exercise good judgement and airmanship		
(d)	Apply aeronautical knowledge		
(e)	Maintain control of the aeroplane or TMG at all times in such a manner that the successful outcome of a procedure or manoeuvre is never in doubt		
The following limits shall apply, corrected to make allowance for turbulent conditions, handling qualities & performance of the aeroplane or TMG used			
HEIGHT	Generally	± 150 ft	
	With simulated engine failure	± 200 ft	
HEADING OR TRACKING A RADIO AID	Generally	± 10°	
	With simulated engine failure	± 15°	
SPEED	Takeoff and approach	+ 15 knots / - 5 knots	
	All other flight regimes	± 15 knots	

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