



**FLIGHT TEST STANDARDS GUIDE**

**FLIGHT INSTRUCTOR RATING CATEGORY D**

**Issue and additional privileges of:-**

- **Multi-engine (subsequent type)**
- **Instrument rating**
- **Night**

**AEROPLANE/HELICOPTER**

**Assessment criteria for the guidance of Flight Examiners**



FLIGHT TEST STANDARDS GUIDE

FLIGHT INSTRUCTOR RATING CATEGORY D

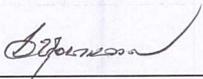
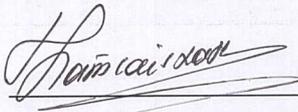
Issue and additional privileges of:-

- Multi-engine (subsequent type)
- Instrument rating
- Night

AEROPLANE/HELICOPTER

**Flight Test Standards Guide-Flight Instructor Rating Category D**  
**Issue and additional privileges of: Multi-engine (subsequent type), Instrument rating, Night**  
**Aeroplane/Helicopter**

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## **Foreword**

Flight Test Standards Guides have been compiled for use by both flight examiners and flight instructors and are at present the acceptable means of compliance for use in conjunction with specific flight test syllabuses prescribed in the appropriate MCAA Advisory Circulars.

Flight Test Standards Guides were developed by John Parker, the MCAA General Aviation Examiner with assistance from. Subsequent consultation with industry flight examiners has resulted in further refinement.

All Category D flight instructor rating initial issue flight tests are to be conducted in accordance with the parameters laid down in this guide. This applies to:

- Part 141 and 119 flight testing organisations
- Delegated flight testing organisations
- All flight examiners with the examiner privilege of “Issue Category D Flight Instructor Rating (A) or (H)” (as applicable).

Any feedback regarding this publication should be directed to [pel@mcaa.gov.mn](mailto:pel@mcaa.gov.mn)

## **Change notice**

Minor editorial.



## **Introduction**

This guide contains standards for the ground and flight test for issue of the Category D flight instructor rating and is to be used by flight examiners who hold the examiner privilege of Category D flight instructor rating issue (Aeroplane or Helicopter).

The additional privileges of multi-engine, night and instrument flight instruction are included for the use of examiners who hold those examiner privileges.

Flight instructors may also use this guide when preparing candidate's for flight tests. However, instructors are reminded of their obligation to teach to a syllabus rather than the specific flight test requirements.

This guide is based upon the following references:

- Civil Aviation Rule Part 61 *Pilot Licences and Ratings*
- CAR Part 91 *General Operating Flight Rules*
- Advisory Circular 61-18 *Pilot licences and ratings – Flight instructor ratings*
- Advisory Circular 61-10 *Pilot licences and ratings – Type ratings*
- Gronlund, N.E., & Linn, R.L. (1990). Measurement and evaluation in teaching. (6<sup>th</sup> ed.) New York: Macmillan
- FAA Practical Test Standards



### **Flight test standard concept**

Civil Aviation Rule Part 61 and the associated Advisory Circular (AC) specify the areas in which knowledge and skill must be demonstrated by the candidate before a pilot licence or rating is issued.

Flight Test Standards Guides provide the flexibility to permit the MCAA to publish flight test standards containing specific **Tasks** (procedures and manoeuvres) in which pilot competency must be demonstrated.

Adherence to the provisions of the appropriate flight test standard is mandatory for the evaluation of candidates.

Where reference is made to the AIP this means the Aeronautical Information Publication Mongolia.

### **Flight test guide description**

Flight Test Standards Guides are available from the MCAA web site at [www.mcaa.gov.mn](http://www.mcaa.gov.mn) (under “Pilots”) and are distributed free of charge to current examiners. They are amended by replacement when a change to Part 61 deems it necessary.

This guide has been designed to minimise the degree of subjectivity in the test although the examiner will still have to exercise judgement.

The assessment criteria for Category D flight instructor rating issue defines performances that are ‘ideal’, ‘not yet competent’ and, more importantly, a ‘competent’ performance is also defined.

The term ‘competent’ is used to describe a minimum pass, while the terms thorough, sound, accurate, correct, fully, and exactly are used to describe ‘ideal’ performances at the top end of the scale.

The rating scale 0 – 100, with competence achieved at 70+, and an above average performance achieved at 85+, may also be used if preferred.



### **Flight examiner responsibility**

The examiner who conducts the flight test is responsible for determining that the candidate meets the standards outlined in the objective of each task.

The examiner shall meet this responsibility by taking an ACTION that is appropriate for each task and where appropriate role-play a pilot of average ability.

For each task that involves "knowledge only" elements, the examiner will orally question the candidate on those elements.

For each task that involves both "knowledge and skill" elements, the examiner will orally question the candidate on the knowledge elements and ask the candidate to perform the skill elements.

Where reference is made to the "student", the examiner shall role-play a pilot of average ability.

### **Advice to flight examiners**

For instructor rating issue flight tests, the examiner is not designated as the pilot-in-command. However, examiners are credited with the flight time during an issue flight test and may log the flight time as pilot-in-command [MCAR 61.31 (h)], but not as instructor.

The holder of a current A, B or C Category Flight Instructor Rating is not required to specifically demonstrate conversion to aircraft type for the issue of a Category D Flight Instructor Rating but must meet the experience requirements for issue (through logbook assessment) and a demonstration of the additional privileges for night, multi-engine and instrument rating instruction (as applicable).

The additional privileges of multi-engine, night and/or instrument flight instruction are not compulsory for conversion to aircraft types not exceeding 5700 kg MCTOW.



**Flight test standard description**

Tasks contain procedures and manoeuvres appropriate to the demonstration required for Category D flight instructor rating (Aeroplane - Helicopter) issue.

The OBJECTIVE that appears below the task relates that task to the regulatory requirement and lists the important elements that must be satisfactorily performed to demonstrate competency in that task.

The minimum acceptable standard of performance for a task for D Cat issue is described in the column stating COMPETENT performance.

The IDEAL performance of a task is described in the right column. In many cases the perfect performance is not achievable but is simply stated as an ideal against which performance can be measured.

Unacceptable performance of a task is described in the NOT YET COMPETENT column.

The ACTION assists the flight examiner in ensuring that the task objective is met, and in some instances, alerts the flight examiner to areas upon which emphasis should be placed.

The conditions under which the task is to be performed are expanded on under the 'satisfactory/unsatisfactory performance' headings, which follow.



### **Satisfactory performance**

The ability of a candidate to perform the required task is based on a demonstration of competency in:

- (a) Executing tasks within the aircraft's performance capabilities and limitations as laid down in the aircraft's flight manual, including use of the aircraft's systems;
- (b) Executing emergency procedures and manoeuvres, appropriate to the aircraft and in accordance with recommended procedures;
- (c) Piloting the aircraft with smoothness and accuracy, in accordance with the limitations detailed in the Flight Test Guide for CPL (A or H) issue;
- (d) Executing all exercises involving balanced flight with no more than 1/4 ball sustained deflection in slip or skid;
- (e) Giving "competent" ground and flight instruction to a pilot of average ability;
- (f) Exercising good judgement/decision making and maintaining situational awareness;
- (g) Showing complete control of the aircraft, with the successful outcome of a task never seriously in doubt;

**Note:** "Competent" is defined as; adequately or legally qualified; effective; appropriate.



### **Unsatisfactory performance**

During an issue flight test, if in the judgement of the examiner, the candidate does not meet the minimum standard of any task performed, the task demonstration is failed and therefore the flight test is failed.

The examiner or candidate may discontinue the test at any time after the failure of a task makes the candidate ineligible to pass the issue flight test. The test will only be continued with the consent of the candidate.

Consistently exceeding CPL (A or H) tolerances or failure to take prompt corrective action when tolerances are exceeded is unsatisfactory performance.

Flight that is maintained within the stated tolerances but consistently deviates from the maximum positive limit to the maximum negative limit is unsatisfactory performance.

Any action or lack of action by the candidate, which requires corrective intervention by the examiner to maintain safe flight, will be disqualifying.

Unsatisfactory performance in any test item during an issue flight test will result in the candidate and the instructor being advised of the failure aspects and the additional training believed necessary before a further ground and flight test may be undertaken.

### **Recording unsatisfactory performance**

During an issue flight test, if performance is unsatisfactory the flight examiner must record this on the flight test report against the specific task.

Pass or fail, a copy of the flight test report must be submitted to CAA.



### **Use of the Flight Test Standards Guide**

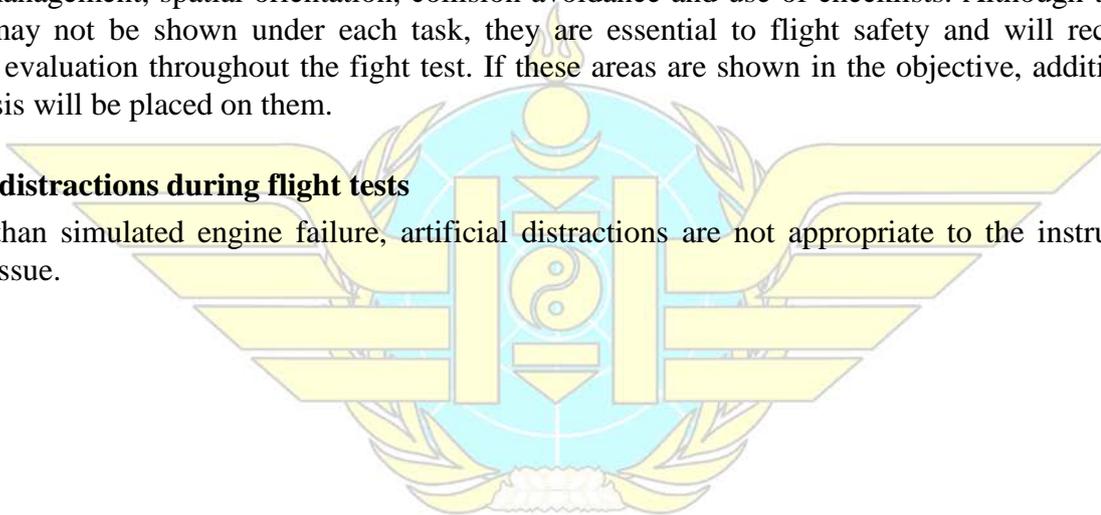
The CAA requires that each flight test be conducted in compliance with the appropriate flight test standard. When using the guide the examiner must evaluate the candidate's knowledge and skill in sufficient depth to determine that the standards of performance listed for all tasks are met.

The examiner is not required to follow the exact order in which the tasks appear but may change the sequence or combine tasks with similar objectives to save time. Examiners will develop a plan of action that includes the order and combination of tasks to be demonstrated by the candidate in a manner that will result in an efficient and valid test. However, where possible, a practical sequence of groundwork, briefing, flying and debriefing should be followed.

Examiners will place special emphasis on areas of aircraft operation that are most critical to flight safety. Among these are correct aircraft control, sound judgement in decision-making, threat and error management, spatial orientation, collision avoidance and use of checklists. Although these areas may not be shown under each task, they are essential to flight safety and will receive careful evaluation throughout the flight test. If these areas are shown in the objective, additional emphasis will be placed on them.

### **Use of distractions during flight tests**

Other than simulated engine failure, artificial distractions are not appropriate to the instructor rating issue.





### **Flight test prerequisites**

A candidate for Category D Flight Instructor Rating issue flight test is required by rule 61.21 as a prerequisite to:

- (a) Have proof of their identity.
- (b) Have an up-to-date, summarised and certified logbook containing evidence of the required flight experience.
- (c) Hold a current Class 1 medical certificate, and
- (d) Hold a type rating for the aircraft to be used. In addition, rule 61.303(b) requires the candidate to:
- (e) Hold at least a current commercial pilot licence, and
- (f) Meet specified minimum flight experience requirements, and
- (g) If not already the holder of an instructor rating, have completed an approved course in the practice and theory of flight instruction.

### **Aircraft and equipment requirements for flight test**

The candidate is required, under rule 61.25, to provide an aircraft appropriate for the flight test. The aircraft must be equipped for, and its operating limitations must not prohibit, the pilot operations required during the test. Required equipment will include:

- (a) Fully functioning dual flight controls, and
- (b) Those instruments essential to the manoeuvres planned to be demonstrated during the flight visible to both pilots without excessive parallax error, and
- (c) At least three-point lap-and-sash harness, and
- (d) Intercommunication equipment acceptable to the flight examiner. The candidate is required to provide adequate and private facilities for briefing prior to and after the flight test.



## **ASSESSMENT CRITERIA**

### **Task: Personal preparation**

#### **Objective:**

To determine that the candidate demonstrates a professional attitude to flight instruction by:

- (a) Presenting him or her self for the test in a timely manner to ensure adequate preparation for the lesson can be achieved; suitably attired (in keeping with a professional qualification and role model) and fit for flying.
- (b) Presenting an up to date, summarised and certified pilot's logbook and a current CPL (A or H) with evidence of an appropriate aircraft type rating.
- (c) Providing a syllabus of conversion instruction appropriate to the aircraft type.
- (d) Demonstrating knowledge of the privileges and currency requirements of a Category D flight instructor.

#### **Action:**

The examiner will:

- (a) Observe the candidate's punctuality, classroom/lesson preparation, attire, and as far as practicable, determine that the candidate is fit to fly.
- (b) By examination of the candidate's logbook, determine that all statutory flight time requirements have been met.
- (c) Ensure that the candidate holds an appropriate current commercial pilot's licence (or higher) and type rating for the test aircraft.
- (d) Determine by inspection that the candidate's syllabus of conversion training is comprehensive and appropriate to the aircraft type.
- (e) Determine that the candidate has adequate knowledge of the privileges and currency requirements of a Category D flight instructor.



Personal preparation

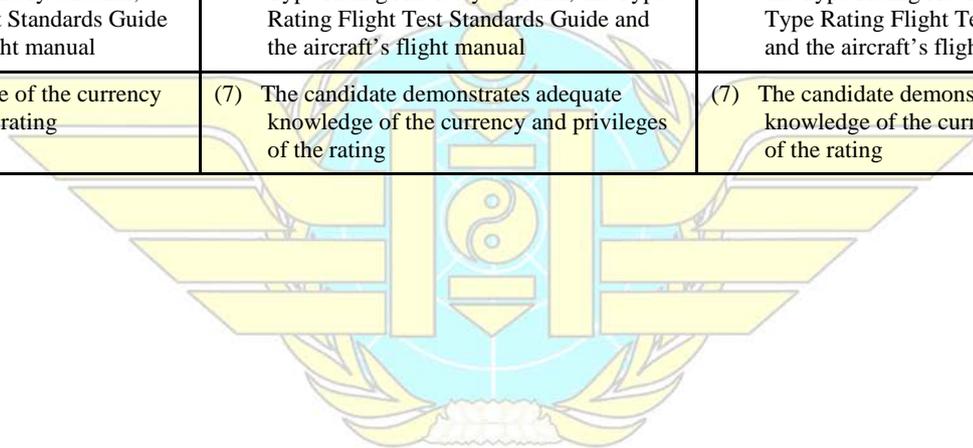
Rating \_\_\_\_\_ 70 \_\_\_\_\_ 85 \_\_\_\_\_ 100

Not yet competent

COMPETENT

Ideal

(1) Unacceptably late	(1) Arrives punctually	(1) Prepares briefing material and room, well in advance of the student's arrival
(2) Dressed inappropriately for flying (jandals/high heels)	(2) Dressed in keeping with a professional qualification	(2) Exudes professionalism
(3) Is physically or mentally unfit for test	(3) Fit but nervous	(3) Fit, enthusiastic and confident
(4) Minimum flight experience not completed	(4) Minimum flight experience completed and correctly recorded	(4) Logbook records are neat, complete and correct in all respects
	(5) Holds an appropriate current commercial pilot licence (or higher) and type rating	
(6) The candidate's syllabus of conversion instruction does not meet the requirements of the Type Rating Advisory Circular, Type Rating Flight Test Standards Guide and/or the aircraft's flight manual	(6) The candidate's syllabus of conversion instruction meets the requirements of the Type Rating Advisory Circular, the Type Rating Flight Test Standards Guide and the aircraft's flight manual	(6) The candidate's syllabus of conversion instruction meets all the requirements of the Type Rating Advisory Circular, the Type Rating Flight Test Standards Guide and the aircraft's flight manual
(7) The candidate is unaware of the currency and/or privileges of the rating	(7) The candidate demonstrates adequate knowledge of the currency and privileges of the rating	(7) The candidate demonstrates a thorough knowledge of the currency and privileges of the rating





**ASSESSMENT CRITERIA**

**Task: Aircraft documents**

**Objective:**

To ensure that the candidate:

- (a) Exhibits adequate knowledge of the aircraft's documentation and the ability to teach it.
- (b) Exhibits adequate knowledge of aircraft loading and the ability to teach it.
- (c) Exhibits adequate knowledge of aircraft performance and the ability to teach it.

**Action:**

The examiner will:

- (a) Orally question and/or require the candidate to explain aircraft documentation and determine that the candidate's performance meets the objective.
- (b) Orally question and/or require the candidate to explain aircraft loading and determine that the candidate's performance meets the objective.
- (c) Orally question and/or require the candidate to explain aircraft performance and determine that the candidate's performance meets the objective.



Aircraft documents

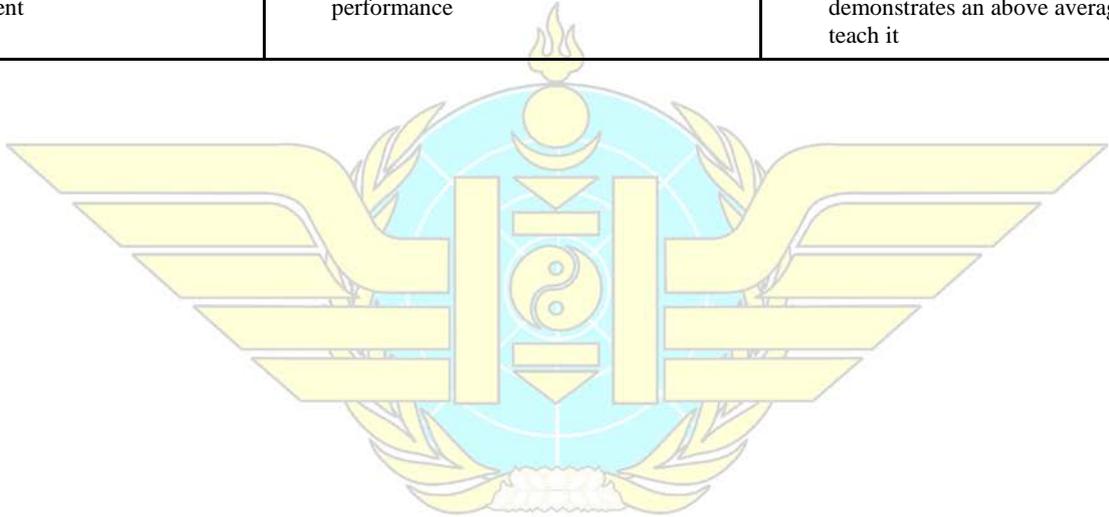
Rating \_\_\_\_\_ 70 \_\_\_\_\_ 85 \_\_\_\_\_ 100

Not yet competent

COMPETENT

Ideal

(1) The candidate's knowledge and/or ability to explain aircraft documentation is frequently deficient	(1) The candidate exhibits adequate, knowledge and ability, to teach aircraft documentation	(1) The candidate exhibits a thorough knowledge of aircraft documentation and demonstrates an above average ability to teach it
(2) The candidate's knowledge and ability to explain aircraft loading is frequently deficient	(2) The candidate exhibits adequate, knowledge and ability, to teach aircraft loading	(2) The candidate exhibits a thorough knowledge of aircraft loading and demonstrates an above average ability to teach it
(3) The candidate's knowledge and/or ability to explain aircraft performance is frequently deficient	(3) The candidate exhibits adequate, knowledge and ability, to teach aircraft performance	(3) The candidate exhibits a thorough knowledge of aircraft performance and demonstrates an above average ability to teach it





## ASSESSMENT CRITERIA

### Task: Pre-flight briefing

#### Objective:

To determine that the candidate prepares the student for instruction by:

- (a) Establishing the student's previous knowledge.
- (b) Establishing an environment conducive to learning.
- (c) Presenting the essential points of the lesson, in a tidy, logical sequence and timely manner, using appropriate training aids.
- (d) Demonstrating adequate knowledge of the topic through a concise briefing using correct terminology.
- (e) Encouraging interaction and establishing the pilot's knowledge through questioning.

#### Action:

The examiner will:

- (a) Observe the candidate's procedures for establishing previous knowledge and the creation of a satisfactory learning environment.
- (b) Determine that the candidate's briefing covers the essential points of the lesson.
- (c) Observe the candidate's use of training aids to determine that the candidate's presentation meets the objectives.
- (d) Give due consideration to the nature of the 'flight test' briefing and determine that the briefing is delivered in a timely manner.
- (e) Determine (through questioning) that the candidate has adequate knowledge of the topic and that correct terminology is used.
- (f) Role-play a pilot of average ability for the purpose of assessing candidate/pilot interaction and the candidate's procedures for ensuring that learning has taken place through questioning.



**Pre-flight briefing**

Rating \_\_\_\_\_ **70** \_\_\_\_\_ **85** \_\_\_\_\_ **100**

**Not yet competent**

**COMPETENT**

**Ideal**

(1) The candidate attaches no importance to previous learning	(1) The candidate establishes the level of the student's previous knowledge and experience	(1) The candidate establishes the student's previous knowledge and experience and builds on previous learning
(2) The student is exposed to a hostile environment	(2) The candidate establishes a satisfactory learning environment	(2) The candidate ensures a learning environment that avoids all distractions
(3) The candidate omits critical items	(3) The candidate covers the essential points	(3) The candidate adopts the lesson plan to the needs of the student
(4) The candidate completes the briefing in a time that does not permit assimilation of the information	(4) The candidate fully completes the briefing in an appropriate time	(4) The candidate completes the pre-flight briefing in a time appropriate to the subject and the pilot's learning needs
(5) The candidate uses training aids ineffectively or inappropriately	(5) The candidate uses training aids competently	(5) The candidate makes maximum effective use of all appropriate training aids
(6) Demonstrates only basic topic knowledge	(6) Demonstrates adequate topic knowledge	(6) Demonstrates thorough topic knowledge
(7) The candidate frequently uses jargon and incorrect terminology	(7) The candidate uses correct terminology most of the time	(7) The candidate uses correct aviation terminology (which is defined) at all times
(8) The candidate does not encourage interaction	(8) The candidate encourages an adequate level of interaction	(8) The candidate encourages a high level of participation
(9) The candidate does not establish that learning has occurred	(9) The candidate questions at the end of the briefing to establish knowledge	(9) The candidate uses questioning skills to check learning and gauge comprehension



## **ASSESSMENT CRITERIA**

### **Task: Demonstration of flying skills**

#### **Objective:**

To determine that the candidate demonstrates, from the instructor control position:

- (a) The ability to carry out all basic and advanced manoeuvres (within CPL parameters) using smooth and coordinated control movements.
- (b) A satisfactory level of airmanship, situational awareness, lookout, threat and error management and CRM (where applicable).

#### **Action:**

The examiner will:

- (a) Observe the candidate's demonstration of flying skill and determine that it is at least within CPL (A or H) parameters (as applicable).
- (b) Monitor the candidate's control handling and determine that it meets the objective.
- (c) Observe the candidate's airmanship, situational awareness, lookout, threat and error management and CRM (where applicable) and determine that the candidate's performance meets the objective.



Demonstration of flying skills

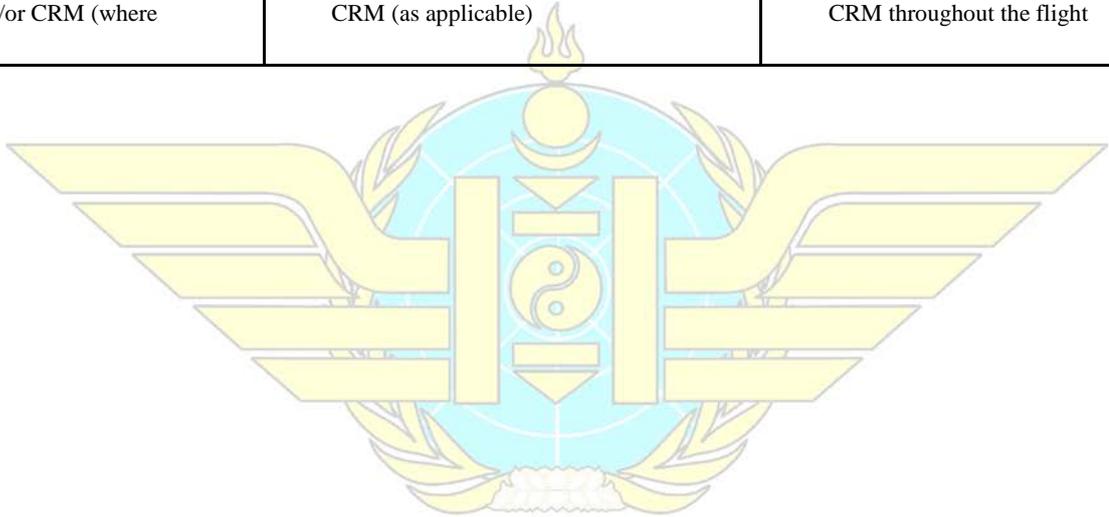
Rating \_\_\_\_\_ 70 \_\_\_\_\_ 85 \_\_\_\_\_ 100

Not yet competent

COMPETENT

Ideal

(1) The candidate cannot achieve CPL accuracy standards	(1) The candidate is able to demonstrate all basic and advanced handling exercises within CPL parameters with minor deviations promptly corrected	(1) The candidate is able to accurately demonstrate all basic and advanced handling exercises without deviation
(2) The candidate exhibits frequent rough control handling	(2) The candidate handles the controls in an overall smooth and coordinated manner	(2) The candidate handles the controls in a smooth and coordinated manner at all times
(3) The candidate cannot achieve CPL standards of airmanship, situational awareness, lookout, threat and error management and/or CRM (where applicable)	(3) The candidate demonstrates a satisfactory level of airmanship, situational awareness, lookout, threat and error management and CRM (as applicable)	(3) The candidate demonstrates a superior level of airmanship, situational awareness, lookout, threat and error management and CRM throughout the flight





## **ASSESSMENT CRITERIA**

### **Task: Threat and error management**

#### **Objective:**

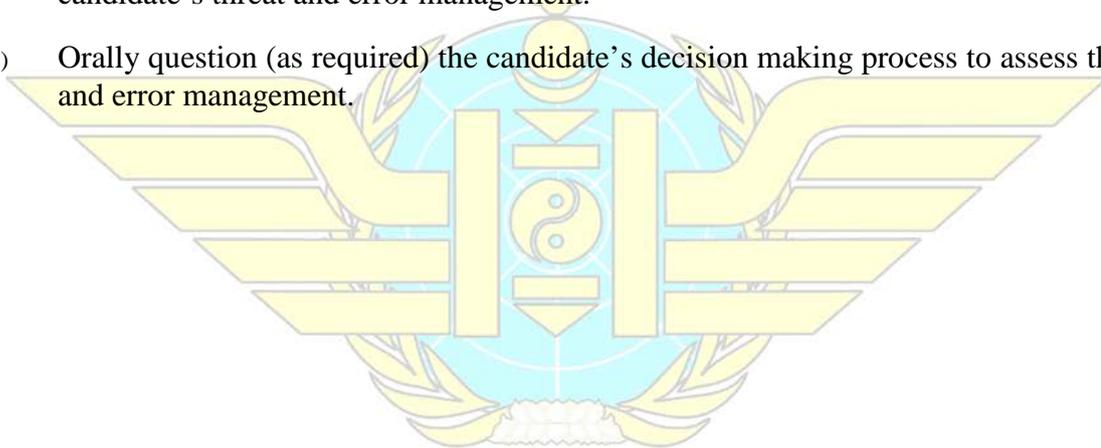
To ensure that the candidate:

- (a) Exhibits competent threat and error management techniques during the demonstration.

#### **Action:**

The examiner will:

- (a) Assess the candidate's threat and error management techniques through observation of situational awareness, decision making and human factors considerations.
- (b) Simulate operational and/or systems failures (as appropriate) to assess the candidate's threat and error management.
- (c) Orally question (as required) the candidate's decision making process to assess threat and error management.

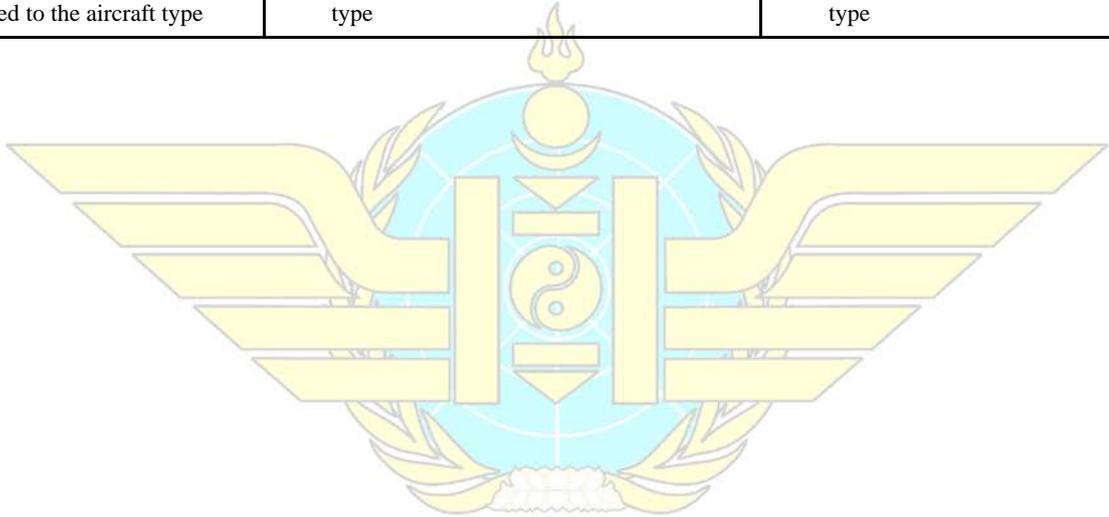




Threat and error management

Rating \_\_\_\_\_ 70 \_\_\_\_\_ 85 \_\_\_\_\_ 100

Not yet competent	COMPETENT	Ideal
(1) The candidate's situational awareness is compromised and/or not applied to the aircraft type	(1) The candidate exhibits a competent level of situational awareness and highlights situations relevant to the aircraft type	(1) The candidate exhibits a high level of situational awareness with emphasis on factors relevant to the aircraft type
(2) The candidate's knowledge of human factors is inadequate and/or not applied to the aircraft type	(2) The candidate exhibits a competent level of human factors and highlights those factors relevant to the aircraft type	(2) The candidate exhibits superior knowledge of human factors and emphasises those that are particularly relevant to the aircraft type
(3) The candidate's decision making process cannot be evaluated or clearly ignores available information, especially any information related to the aircraft type	(3) The candidate verbalises the decision making process and highlights any decision influenced by the specific aircraft type	(3) The candidate verbalises the decision making process with emphasis on any decision influenced by the specific aircraft type





## **ASSESSMENT CRITERIA**

### **Task: In-flight patter**

#### **Objective:**

To determine that the candidate:

- (a) Communicates with adequate clarity and voice modulation in an authoritative and unambiguous manner using correct aviation terminology.
- (b) Uses an appropriate communication style.
- (c) Coordinates in-flight patter with the flight demonstration.

#### **Action:**

The examiner will:

- (a) Monitor the candidate's in-flight patter for clarity, modulation, authoritativeness, non ambiguity and the use of aviation terminology and determine that the candidate's performance meets the objective.
- (b) Role-play a pilot of average ability to determine that the candidate's communication style is appropriate.
- (c) Observe and monitor the candidate's coordination of in-flight patter with the flight demonstration and determine that the candidate's performance meets the objective.



In-flight patter

Rating \_\_\_\_\_ 70 \_\_\_\_\_ 85 \_\_\_\_\_ 100

Not yet competent

COMPETENT

Ideal

(1) Candidate has poor voice modulation and the presentation frequently lacks clarity	(1) Candidate communicates with adequate clarity and voice modulation	(1) Candidate communicates clearly and concisely with a well modulated voice at all times
(2) Candidate frequently communicates in an uncertain or ambiguous manner	(2) Candidate communicates in an adequately authoritative and unambiguous manner	(2) Candidate communicates with appropriate authority in an unambiguous manner at all times
(3) Candidate frequently uses non standard terminology and/or jargon	(3) Candidate uses correct aviation terminology most of the time	(3) Candidate uses correct and appropriate aviation phraseology at all times
(4) Candidate's communication style creates unease	(4) The candidate's communication style is adequate	(4) Candidate communicates in a confidence inspiring manner at all times
(5) Patter and demonstrations uncoordinated at key points	(5) Candidate coordinates patter with key demonstration points	(5) Patter coordinated with demonstrations at all times





## **ASSESSMENT CRITERIA**

### **Task: Participation and practice in flight**

#### **Objective:**

To ensure that the candidate:

- (a) Explains control 'hand over' and 'follow through' procedures.
- (b) Explains the method of simulating emergencies and the responsibilities and actions of each crew member during the simulated (or actual) emergency.
- (c) Demonstrates the correct placement of hands and feet on controls (if applicable).
- (d) Encourages 'follow through' on the controls appropriately.
- (e) Provides adequate opportunity within the lesson time frame for the pilot to practice the manoeuvre or emergency.

#### **Action:**

The examiner will:

- (a) Monitor the candidate's 'hand over' and 'follow through' and emergency procedures briefing to determine that the candidate's performance meets the objectives.
- (b) Role-play a pilot of average ability and observe the candidate's use of 'follow through' to determine that the candidate's performance meets the objective.
- (c) Monitor the candidate's appropriate relinquishment of control to enable adequate practice of the manoeuvre or emergency.



Participation and practice in flight

Rating \_\_\_\_\_ 70 \_\_\_\_\_ 85 \_\_\_\_\_ 100

Not yet competent

COMPETENT

Ideal

(1) The candidate does not brief on handing over of control	(1) The candidate briefs handing over of control and the procedure for 'following through'	(1) Thoroughly briefs on the procedure for taking over and relinquishing control and the procedure for 'following through'
(2) Confusion exists over the responsibilities and/or actions of any crew member during simulated (or actual) emergencies	(2) The candidate explains the responsibilities and/or actions of all crew member during simulated (or actual) emergencies	(2) The candidate thoroughly briefs all crew members as to their responsibilities and actions during simulated (or actual) emergencies
(3) The candidate does not demonstrate the correct placement of hands and feet on controls (when applicable)	(3) The candidate demonstrates the correct placement of hands and feet on the controls (if applicable)	(3) The candidate role models the correct placement of hands and feet on controls and ensures the correct placement of hands and feet on controls at all times
(4) The candidate provides only an occasional opportunity for follow through on the controls	(4) The candidate encourages follow through on the controls appropriately	(4) The candidate appropriately encourages follow through on the controls to inspire confidence
(5) The candidate provides minimal opportunity to practice manoeuvres or emergencies	(5) The candidate provides adequate opportunity to practice manoeuvres and/or emergencies	(5) The candidate ensures that the maximum opportunity is afforded to practice manoeuvres and/or emergencies without overloading



## **ASSESSMENT CRITERIA**

### **Task: Post flight debriefing**

#### **Objective:**

To ensure that the candidate:

- (a) Debriefs in a timely and appropriate manner using facilities and procedures that minimise distractions.
- (b) Provides positive reinforcement and constructive criticism.

#### **Action:**

The examiner will:

- (a) Role-play a pilot of average ability and monitor the candidate's post flight debriefing for timeliness and appropriateness.
- (b) Observe the candidate's use of facilities and procedures for minimising distractions and determine that they meet the objective.
- (c) Monitor the candidate's post flight debriefing for positive reinforcement and constructive criticism.



Post flight debriefing

Rating \_\_\_\_\_ 70 \_\_\_\_\_ 85 \_\_\_\_\_ 100

Not yet competent

COMPETENT

Ideal

(1) The candidate does not carry out a debrief	(1) The candidate debriefs within 1 hour of the completion of the flight	(1) The candidate debriefs promptly after the flight
(2) The student is debriefed publicly in front of others	(2) The candidate ensures that the debrief is conducted in a private location	
(3) Debriefing facilities are totally inadequate	(3) Basic debriefing facilities are provided	(3) The candidate ensures that all pre-flight facilities are provided for the debriefing
(4) The debriefing is frequently interrupted	(4) The candidate minimises distractions during the debriefing	(4) The candidate ensures that the debriefing environment is free from distractions
(5) The candidate offers no positive reinforcement and/or criticises negatively	(5) The candidate provides positive reinforcement and constructive criticism	(5) The candidate provides a high level of positive reinforcement and appropriate constructive criticism





## **ASSESSMENT CRITERIA**

### **Task: Techniques of applied instruction**

#### **Objective:**

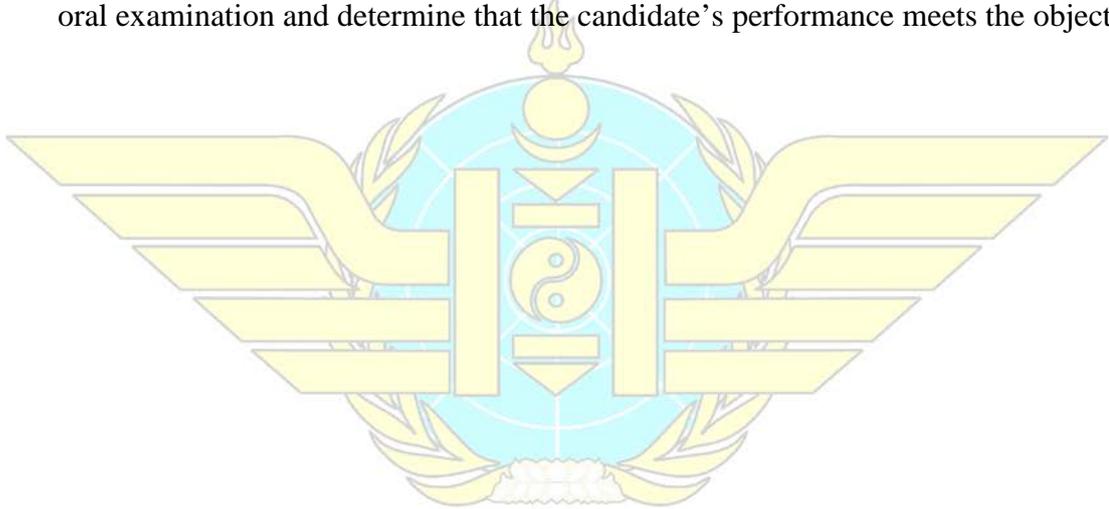
To ensure that the candidate:

- (a) Exhibits competent instructional techniques during the pre-flight briefing, in-flight instruction, post-flight critique and oral examination.

#### **Action:**

The examiner will:

- (a) Role-play a pilot of average ability and observe the candidate's instructional techniques during the pre-flight briefing, in-flight instruction, post-flight critique and oral examination and determine that the candidate's performance meets the objective.





Techniques of applied instruction

Rating \_\_\_\_\_ 70 \_\_\_\_\_ 85 \_\_\_\_\_ 100

Not yet competent

COMPETENT

Ideal

(1) The candidate's techniques of applied instruction during the pre-flight briefing are frequently inadequate	(1) The candidate exhibits a competent level of applied instructional techniques during the pre-flight briefing without examiner intervention	(1) The candidate exhibits superior applied instructional techniques in pre-flight briefing and instruction
(2) The candidate's techniques of applied instruction during in-flight instruction are frequently inadequate	(2) The candidate exhibits a competent level of applied instructional techniques during in-flight instruction without examiner intervention	(2) The candidate exhibits superior applied instructional techniques during in-flight instruction
(3) The candidate's techniques of applied instruction during post-flight critique and debrief are frequently inadequate	(3) The candidate exhibits a competent level of applied instructional techniques during the post-flight critique and debrief without examiner intervention	(3) The candidate exhibits superior applied instructional techniques during post-flight critique and debrief
(4) The candidate's techniques of applied instruction during the oral examinations are frequently inadequate	(4) The candidate exhibits a competent level of applied instructional techniques during the oral examinations without examiner intervention	(4) The candidate exhibits superior applied instructional techniques during the oral examinations



## **ASSESSMENT CRITERIA**

### **Additional privilege: Multi-engine (subsequent type)**

#### **Objective:**

To determine that the candidate:

- (a) Has a prepared syllabus of aircraft systems training for conversion to a subsequent multi-engine aircraft type.
- (b) Presents one of the lessons from the syllabus (at examiner discretion) in a tidy, logical sequence using appropriate training aids.
- (c) Demonstrates adequate knowledge of the aircraft's systems.
- (d) Demonstrates the ability to teach normal multi-engine systems management and related emergency procedures.
- (e) Demonstrates the ability to carry out and pattern all systems management and related emergency procedures appropriate to the aircraft type.

#### **Action:**

The examiner will:

- (a) Determine by logbook inspection that the candidate meets the minimum flight experience for multi-engine flight instructor privileges.
- (b) Inspect, for completeness, the candidate's prepared syllabus of conversion instruction for the subsequent multi-engine aircraft type to be used and nominate the lesson to be delivered.
- (c) Role-play a pilot of average ability who has completed those multi-engine lessons prior to that nominated in (b) (if applicable).
- (d) Observe the candidate's use of appropriate media and training aids to determine that the candidate's presentation meets the objectives.
- (e) Determine (by further questioning if required) that the candidate has adequate knowledge of the topic.
- (f) Role-play a pilot of average ability receiving conversion flight instruction to a subsequent multi-engine type and determine that the candidate's performance meets the objectives.



Additional privilege: Multi-engine (subsequent type)

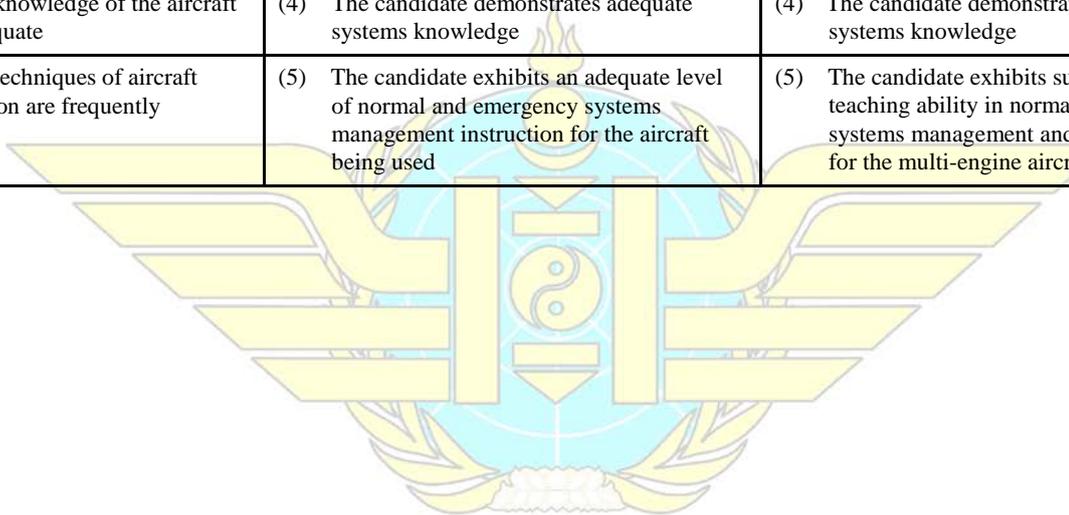
Rating \_\_\_\_\_ 70 \_\_\_\_\_ 85 \_\_\_\_\_ 100

Not yet competent

COMPETENT

Ideal

(1) The candidate does not hold a type rating or does not meet the minimum flight experience for multi-engine privileges	(1) The candidate holds a valid type rating and meets the minimum flight experience for multi-engine privileges	(1) The candidate has extensive multi engine operational experience
(2) The candidate does not have a prepared syllabus of aircraft systems training for the aircraft	(2) The candidate has an adequate syllabus of systems training for conversion to the multi-engine aircraft to be used	(2) The candidate has a comprehensive syllabus of training for conversion to the multi-engine aircraft to be used
(3) The candidate omits critical parts of the nominated briefing	(3) The candidate presents the essential points of the nominated briefing in a logical sequence using appropriate training aids	(3) The candidate presents a thorough briefing using appropriate media
(4) The candidate's knowledge of the aircraft systems is inadequate	(4) The candidate demonstrates adequate systems knowledge	(4) The candidate demonstrates thorough systems knowledge
(5) The candidate's techniques of aircraft systems instruction are frequently inadequate	(5) The candidate exhibits an adequate level of normal and emergency systems management instruction for the aircraft being used	(5) The candidate exhibits superior skill and teaching ability in normal and emergency systems management and/or procedures for the multi-engine aircraft being used





## ASSESSMENT CRITERIA

### Additional privilege: Instrument rating flight instruction

#### Objective:

To ensure that the candidate:

- (a) Has a prepared syllabus of instrument flight training including the additional navigation aids of NDB, ILS (as applicable).
- (b) Presents one of the lessons from the syllabus (at examiner discretion) in a tidy, logical sequence using appropriate training aids.
- (c) Demonstrates adequate knowledge of the topic.
- (d) Demonstrates the ability to fly and teach multi-engine/single engine (as appropriate) instrument flight procedures within IR issue parameters.

#### Action:

The examiner will:

- (a) Inspect, for completeness and appropriateness, the candidate's prepared syllabus of instrument flight training and nominate the lesson to be delivered.
- (b) Role-play a pilot of average ability who has completed lessons prior to that nominated in (a) (if applicable).
- (c) Observe the candidate's use of appropriate media and training aids to determine that the candidate's presentation meets the objectives.
- (d) Determine (by further questioning if required) that the candidate has adequate knowledge of the topic.
- (e) Role-play a pilot of average ability receiving instrument flight instruction and determine that the candidate's performance meets the objectives.



Additional privilege: Instrument rating flight instruction

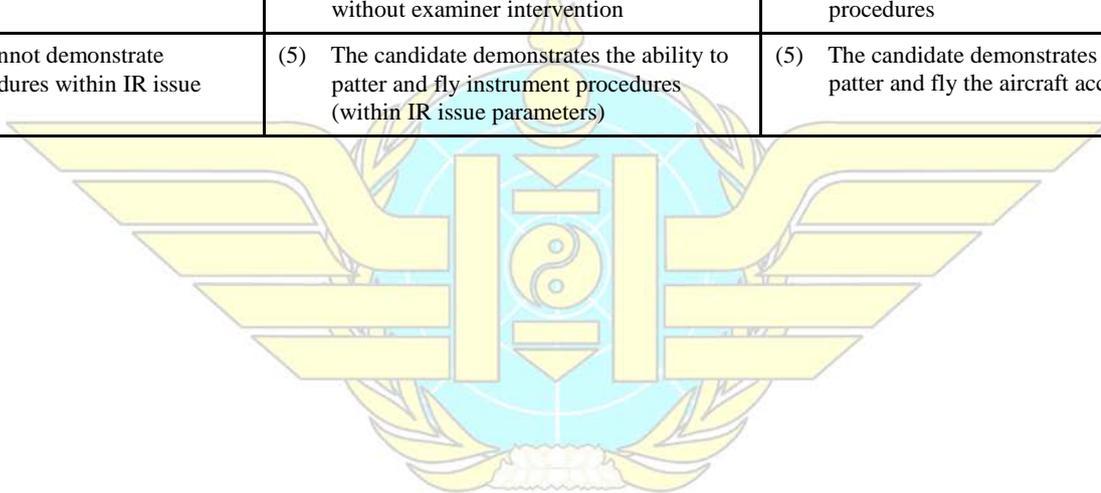
Rating \_\_\_\_\_ 70 \_\_\_\_\_ 85 \_\_\_\_\_ 100

Not yet competent

COMPETENT

Ideal

(1) The candidate does not have a prepared syllabus of instrument training	(1) The candidate has an adequate syllabus of instrument training including the additional navigation aids of NDB, ILS and (as applicable)	(1) The candidate has a comprehensive syllabus of instrument training
(2) The candidate omits critical parts of the nominated briefing	(2) The candidate covers the essential points of the nominated briefing	(2) The candidate presents a thorough briefing using appropriate media
(3) The candidate's knowledge of the topic is inadequate	(3) The candidate demonstrates adequate topic knowledge	(3) The candidate demonstrates thorough topic knowledge
(4) The candidate's skill and/or techniques of instrument flight instruction are frequently inadequate	(4) The candidate exhibits an adequate level of skill and instrument flight instruction without examiner intervention	(4) The candidate exhibits superior skill and teaching ability in instrument flight procedures
(5) The candidate cannot demonstrate instrument procedures within IR issue parameters	(5) The candidate demonstrates the ability to patten and fly instrument procedures (within IR issue parameters)	(5) The candidate demonstrates the ability to patten and fly the aircraft accurately





## ASSESSMENT CRITERIA

### Additional privilege: Night type rating flight instruction

#### Objective:

To ensure that the candidate:

- (a) Briefs the differences (in a logical sequence using appropriate training aids) to be encountered at night when flying this aircraft compared to those previously flown by the candidate.
- (b) Demonstrates the ability to fly and teach night flight procedures applicable to the aircraft type.

#### Action:

The examiner will:

- (a) Nominate a licence level and aircraft type rating that the candidate is to assume is held by the examiner.
- (b) Role-play a pilot of average ability who has night flight experience appropriate to the licence nominated and has completed appropriate type rating lessons prior to this briefing on night differences.
- (c) Observe the candidate's use of appropriate media and training aids to determine that the candidate's presentation meets the objective (of logical sequence).
- (d) Role-play a pilot of average ability receiving type rating instruction by night and determine that the candidate's performance meets the objectives.



Additional privilege: Night type rating flight instruction

Rating \_\_\_\_\_ 70 \_\_\_\_\_ 85 \_\_\_\_\_ 100

Not yet competent

COMPETENT

Ideal

(1) The candidate omits critical differences for night operations between the aircraft used for the demonstration and the nominated aircraft type rating held by the examiner	(1) The candidate briefs the essential differences for night operations between the aircraft used for the demonstration and the nominated aircraft type rating held by the examiner	(1) The candidate presents a thorough briefing, using appropriate media, on the differences for night operations between the aircraft used for the demonstration and the nominated aircraft type rating held by the examiner
(2) The candidate's skill and/or techniques of night flight instruction are frequently inadequate	(2) The candidate exhibits an adequate level of skill in night type rating flight instruction without examiner intervention	(2) The candidate exhibits superior skill in teaching the differences for night operations between the aircraft used for the demonstration and the nominated aircraft type rating held by the examiner

