



Flight Examiner Manual

Module 7.4 – AoC FI / IRI (H)



FI/IRI (H) Assessment of Competence AoC

V2023.1

General Applicable Framework

Flight rules:	VFR/IFR as applicable
Operational rules:	Part-NCO
Crew concept:	SPO
Equipment:	Helicopter/FSTD (Section 4)
Applicable type or class:	SEP, SET, MET
Required examiner certificate:	FIE (H)
Possible combination with another test, check or AoC:	No



1. Introduction

The basic privileges of FIs/IRIs are to conduct flight instruction for the issue, revalidation or renewal of a LAPL, PPL, CPL licences, type ratings for single-pilot helicopters and an IR in the appropriate helicopter type, provided that the FIs/IRIs are exercising inside the privileges granted in the instructor certificate, as applicable.



2. Test Administration

The oral theoretical knowledge examination part of the assessment of competence is subdivided into a test lecture of max. 45 minutes and an oral test for knowledge of items of section 1 and the 'core instructor competencies: teaching and learning' content given in the instructor course.

The examiner should provide the candidate with advance information regarding the topic of the assessment to afford the candidate with sufficient time to prepare the test lecture and the respective flight exercise.

During the assessment of competence, the applicant occupies the seat normally occupied by the instructor (instructors' seat if in an FSTD). The examiner functions as the 'student'. The applicant is required to explain the relevant exercises and to demonstrate their conduct to the 'student'. Thereafter, the 'student' executes the same manoeuvres. The applicant is expected to correct mistakes orally or, if necessary, by intervening physically.

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.

No other person, if not required for the conduct of the examination, is allowed on the helicopter.

Before proceeding with the examination, the examiner shall verify that the prerequisites are met. The following documents shall be verified for completion, validity and correctness, and be ready for the assessment:

- Valid ID or passport;
- Licence at least PPL;
- Valid TR/IR, as applicable;
- Medical certificate class 1 or 2;
- Certificate of the successfully attended teaching and learning course if applicable;
- Course completion certificate from the ATO;
- Helicopter documents;
- Insurance of Helicopter covering check flights;
- Specific equipment for the flight part.

Once satisfied that the requirements are met and conditions fulfilled, the examiner should seek confirmation that the candidate is fit and ready for the assessment of competence. If so, the examiner formally starts the assessment, it is a good practice to take this opportunity to show the examiner credentials.



3. Examiner Briefing

The examiner must brief the following elements:

- Seek confirmation from the candidate about his readiness and fitness to formally proceed with the assessment;
- Applicable weather minimum (e.g. Part-NCO/NCC, NAA, ATO);
- Examiner has PIC responsibility; the candidate acts autonomously as if he was the instructor;
- Handling of RTF by the candidate during specific parts of the assessment;
- Examiner role-play in normal operations and simulated emergencies;
- Engine failure-simulation (minimum safety height, handling of engine-controls);
- Handling of possible contingencies (technical, weather, ATC);
- Handling of actual emergencies (e.g. EF-procedures, change of helicopter control);
- Pass / fail criteria, repeat items option, and assessment termination rules.

When covering pass/fail criteria the examiner should cover general completion standards, including decision-making and airmanship. Some assessment items may require specific emphasis for the applicant to understand what is required. These completion standards should be agreed by the applicant and the examiner should consider actual flight conditions when briefing them. Items which could require special emphasis could be:

- Take-off performance;
- Landing performance; selection of touchdown point and acceptable tolerances for the different types of approaches
- Crosswind take-off and landing; expectation on handling and precision
- Navigation accuracy
- Simulated emergencies; expectation on handling, checklist use and what and how to simulate.

In covering the completion standards, the examiner should also review how the applicant has been trained by the ATO as procedures and flight techniques might differ between organisations. This is especially important for manoeuvres such as unusual attitudes, engine-out procedures, etc.



4. Program of the Assessment of Competence AoC

The Assessment of Competence must include all applicable items laid down in the assessment form.

The topic of the AoC is to be provided by the examiner at least 2 days prior the assessment.

General procedure:

- a. Test lecture (during pre/post-flight and theoretical knowledge instruction);
- b. Oral theoretical examinations (pre/post-flight briefings and in flight demonstrations);
- c. Assessment from cockpit instructor seat; and
- d. Instruction flight.

The assessment shall be performed on the same type of helicopter or FSTD used for the flight instruction.

a. Test lecture

The candidate acting as instructor teaches a test lecture to one or more 'flight students' not longer than 45 minutes. The topic for this test lecture is selected by the examiner from the corresponding AMC and Guidance Material to Part FCL. The test lecture must be given to other "students", one of whom will be the examiner.

b. Theoretical knowledge oral test

Oral test may take place between the test lecture and the pre-flight briefing. The oral examination includes questions on the topics according to Section 1 and must be of such form and number that an objective assessment can be carried out.

c. Assessment from cockpit instructor seat

This flight includes normal operation, RTF competence included, and comprises: operational flight briefing, outside and cockpit check, engine start-up procedure, hover, taxi, pre take-off check, NAV-setting, hovering, line up and take-off, climb, departure route, en-route navigation, air works, descent procedures, arrival route, approach, full stop landing.

d. Instruction flight

The instruction flight includes the following elements:

1. Operational briefing (pilots briefing for the flight);
2. Instructor briefing with reference to the air exercise according the given theme for the test lecture;
3. Instruction flight and/or handling of given malfunctions; and
4. Instructor debriefing.

Weather minima

The weather conditions for flights must allow the safe conduct of the planned training flight and is to be carried out in accordance with the corresponding Organisations Manual OM of the respective ATO.

The actual 'students' level must be taken into account.



5. Assessment Items

The use of checklist, airmanship, control of helicopter by external visual reference, safety of flight etc., apply in all sections.

The mandated assessment items are stated in the left column. Expanded guidance and additional explanations are provided in the right column.

Section 1 - Theoretical knowledge oral	
1.1	Air law
1.2	Helicopter general knowledge
1.3	Flight performance and planning
1.4	Human performance and limitations
1.5	Meteorology
1.6	Navigation
1.7	Operational procedures
1.8	Principles of flight
1.9	Training administration

See “b. Theoretical knowledge oral test”

Section 2 – Pre-flight briefing (Test lecture)	
2.1	Visual presentation
2.2	Technical accuracy
2.3	Clarity of explanation
2.4	Clarity of speech
2.5	Instructional technique
2.6	Use of models and aids
2.7	Student participation

Competences acc. AMC1 FCL.920:

- Prepare resources
- Create a climate
- conducive to learning
- Present knowledge
- Manage time to achieve training objectives
- Facilitate learning
- Assesses trainee
- Performance
- Monitor and review progress
- Evaluate training sessions

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Section 3 – Instruction flight	
3.1	Arrangement of demo
3.2	Synchronisation of speech with demo
3.3	Correction of faults
3.4	Helicopter handling
3.5	Instructional technique
3.6	General airmanship and safety
3.7	Positioning and use of airspace

Competences acc. AMC1 FCL.920:

- Prepare resources
- Create a climate conducive to learning
- Present knowledge
- Integrate TEM and CRM
- Manage time to achieve training objectives
- Facilitate learning
- Assesses trainee performance
- Monitor and review progress
- Evaluate training sessions

Section 4 (if applicable) – ME Exercises	
4.1	Actions following an engine failure shortly before/after Take-off
4.2	SE approach and go-around
4.3	SE approach and landing

- maintain control of helicopter direction and speed following simulated engine failure
- complete checks and drills
- establish safe climb at V_{toss} then V_y
- fly a visual circuit with simulated OEI in final approach
- maintain a stable approach in the correct configuration
- make a clear decision to land or perform a balked landing at or before appropriate altitude/height LDP/DPBL
- at LDP or when instructed, carry out a go-around to establish a safe climb in the recommended configuration at V_{toss}/V_y
- fly a visual circuit with simulated OEI to establish a final approach
- maintain a stable approach in the correct configuration
- make a clear decision to land at or before LDP
- execute a safe landing in the appropriate landing area
- Cushion the aircraft onto the ground, with a running landing if appropriate, whilst maintaining heading



Section 5 – Post-flight de-briefing

5.1	Visual presentation	<i>Competences acc. AMC1 FCL.920:</i> <ul style="list-style-type: none">• <i>Prepare resources</i>• <i>Present knowledge</i>• <i>Assesses trainee performance</i>• <i>Monitor and review progress</i>• <i>Evaluate training sessions</i>• <i>Report outcome</i>
5.2	Technical accuracy	
5.3	Clarity of explanation	
5.4	Clarity of speech	
5.5	Instructional technique	
5.6	Use of models and aids	
5.7	Student participation	



6. Standard of Completion

To pass the assessment of competence, the candidate shall demonstrate the ability to:

- (a) provide a student with the basis for an upcoming lesson during a long briefing (text lecture).
- (b) recognise errors and is able to discuss them briefly and comprehensibly to the student
- (c) keep always control and overview during the instruction lesson
- (d) to qualify a flight lesson factually
- (e) operate the helicopter within its limitations;
- (f) exercise good judgment and airmanship; that is, to consistently use good judgement and well-developed knowledge, skills and attitudes to accomplish flight objectives;
- (g) apply aeronautical knowledge;
- (h) maintain control of the aeroplane at all times in such a manner that the successful outcome of a procedure or manoeuvre is never seriously in doubt;
- (i) stay within the following limits. Those tolerances are for general guidance; the examiner should make allowance for turbulent conditions and the handling qualities and performance of the aeroplane used:

Height	
I. normal forward flight	± 100 ft.
II. with simulated major emergency	± 150 ft.
III. Tracking on radio aids	± 10 ft.
Heading	
I. normal flight	± 10°
II. with simulated major emergency	± 15°
Speed	
I. take-off and approach multi-engine	± 5 knots
II. all other flight regimes	± 15 knots
Ground drift	
I. T.O. hover I.G.E.	± 3 ft.
II. landing	no sideways or backward movement



7. Competence Assessment Guidance

The assessment of instructors should be made against the following performance standards

Competence	Performance	Knowledge
Prepare resources	(a) ensures adequate facilities; (b) prepares briefing material; (c) manages available tools; (d) plans training within the training envelope of the training platform, as determined by the ATO	(b) available tools; (c) competency-based training methods; (d) understands the training envelope of the training platform, as determined by the ATO and avoids training beyond the boundaries of this envelope.
Create a climate conducive to learning	(a) establishes credentials, role models appropriate behaviour; (b) clarifies roles; (c) states objectives; (d) ascertains and supports student pilot's needs.	(a) barriers to learning; (b) learning styles.
Present knowledge	(a) communicates clearly; (b) creates and sustains realism; (c) looks for training opportunities.	teaching methods
Integrate TEM and CRM	(a) makes TEM and CRM links with technical training; (b) for aeroplanes: makes upset prevention links with technical training.	(a) TEM and CRM; (b) Causes and countermeasures against undesired aircraft states
Manage time to achieve training objectives	Allocates the appropriate time to achieve competency objective.	syllabus time allocation
Facilitate learning	(a) encourages trainee participation; (b) shows motivating, patient, confident and assertive manner; (c) conducts one-to-one coaching; (d) encourages mutual support.	(a) facilitation; (b) how to give constructive feedback; (c) how to encourage trainees to ask questions and seek advice.

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Assesses trainee performance	(a) assesses and encourages trainee self-assessment of performance against competency standards; (b) makes assessment decision and provides clear feedback; (c) observes CRM behaviour.	(a) observation techniques; (b) methods for recording observations.
Monitor and review progress	(a) compares individual outcomes to defined objectives; (b) identifies individual differences in learning rates; (c) applies appropriate corrective action.	(a) learning styles; (b) strategies for training adaptation to meet individual needs.
Evaluate training sessions	(a) elicits feedback from student pilots; (b) tracks training session processes against competence criteria; (c) keeps appropriate records.	(a) competency unit and associated elements; (b) performance criteria.
Report outcome	Reports accurately using only observed actions and events.	(a) phase training objectives; (b) individual versus systemic weaknesses.

8. Decision Making Flow Chart

N/A



9. Assessment Debriefing

The debriefing should begin with the examiner informing the candidate the result of the assessment. After that, the examiner should make use of a facilitated discussion and emphasise the relevant strengths and weaknesses demonstrated by the applicant. If the assessment is failed, the examiner should inform the candidate and the training organisation regarding any training requirements. The candidate shall be explained his right of appeal, according to the procedures set by the applicant's competent authority. With the agreement of the candidate, the examiner may allow, the responsible instructor, a Senior Examiner or an Inspector of the NAA, to take part in the debriefing.

10. Completion of all applicable records

All relevant records must be completed. Which includes, but is not limited to:

- Relevant operational documentation, ATS flight plan, aircraft logbook
- Assessment protocol and examiner report
 - 1 signed copy to the applicant
 - 1 copy to the applicant's competent authority
 - 1 copy to the examiner's competent authority
 - 1 copy for the examiner's records
- Candidate logbook

For any failed assessment, the justification for failure must be printed on the examiner report. The ground for failure must be clear and motivated; a mere indication of which item was failed is not adequate nor sufficient. Any re-training recommendation should equally be written in the examiner report.