

ADDITIONAL STANDARDISATION FOR HOLDERS OF A TRE/SFE CERTIFICATE TO CONDUCT ASSESSMENTS OF COMPETENCE FOR HOLDERS OF OR APPLICANTS FOR TRI/SFI CERTIFICATES

This document is intended as a reference for TRE/SFE; to explain the administrative procedures required to undertake an assessments of competence (AoC) for TRI/SFI in a standardised procedure. Nothing in this document is intended to conflict with the EASA Aircrew Regulation or Austrian law where applicable.

Easy Access Rules for Aircrew (Regulation (EU) No 1178/2011)

<https://www.easa.europa.eu/en/document-library/easy-access-rules/easy-access-rules-aircrew-regulation-eu-no-11782011>

EASA FEM Module 7.1/7.2-AOC SFI/TRI (A)/(H)

<https://www.easa.europa.eu/en/document-library/general-publications/flight-examiners-manual-fem#group-easa-downloads>

ZPH FCL 10/CAN FCL 10

https://www.austrocontrol.at/jart/prj3/ac/data/dokumente/ZPH_LFA_LSA_017_2025-02-28_0902556.pdf

LICENCING REQUIREMENTS

FCL.1005.TRE TRE – Privileges and conditions

Regulation (EU) 2021/2227

- (a) TRE(A) and TRE(PL). The privileges of a TRE for aeroplanes or powered-lift aircraft are to conduct:
- (1) skill tests for the initial issue of type ratings for aeroplanes or powered-lift aircraft, as applicable;
 - (2) proficiency checks for the revalidation or renewal of type ratings and IRs;
 - (3) skill tests for ATPL(A) issue;
 - (4) skill tests for MPL issue, provided that the examiner has complied with the requirements in [FCL.925](#);
 - (5) assessments of competence for the issue, revalidation or renewal of a TRI or SFI certificates in the applicable aircraft category, provided that they have completed at least 3 years as a TRE and have undergone specific training for the assessment of competence in accordance with point FCL.1015 (b).

- (b) TRE(H). The privileges of a TRE(H) are to conduct:
- (1) skill tests and proficiency checks for the issue, revalidation or renewal of helicopter type ratings;
 - (2) proficiency checks for the revalidation or renewal of IRs, provided the TRE(H) holds a valid IR(H);
 - (3) skill tests for ATPL(H) issue;
 - (4) assessments of competence for the issue, revalidation or renewal of a TRI(H) or SFI(H) certificates, provided that they have completed at least 3 years as a TRE and have undergone specific training for the assessment of competence in accordance with point FCL.1015 (b).

FCL.1005.SFE SFE – Privileges and conditions

Regulation (EU) 2019/1747

- (a) SFE for aeroplanes (SFE(A)) and SFE for powered-lift aircraft (SFE(PL))

The privileges of SFEs for aeroplanes or powered-lift aircraft are to conduct in an FFS, or for the assessments in point (5) on the applicable FSTD:

- (1) skill tests and proficiency checks for the issue, revalidation or renewal of type ratings for aeroplanes or powered-lift aircraft, as applicable;
- (2) proficiency checks for the revalidation or renewal of IRs if combined with the revalidation or renewal of a type rating, provided that they have passed a proficiency check for the aircraft type including the instrument rating within the last year;
- (3) skill tests for ATPL(A) issue;
- (4) skill tests for MPL issue, provided that they have complied with the requirements laid down in point [FCL.925](#); and
- (5) assessments of competence for the issue, revalidation or renewal of an SFI certificate in the relevant aircraft category, provided that they have completed at least 3 years as an SFE(A) and have undergone specific training for the assessment of competence in accordance with point [FCL.1015\(b\)](#).

- (b) SFE for helicopters (SFE(H))

The privileges of an SFEs(H) are to conduct in an FFS or for the assessments in point (4) on the applicable FSTD:

- (1) skill tests and proficiency checks for the issue, revalidation and renewal of type ratings;
- (2) proficiency checks for the revalidation and renewal of IRs if those checks are combined with the revalidation or renewal of a type rating, provided that the SFEs have passed a proficiency check for the aircraft type including the instrument rating within the last year preceding the proficiency check;
- (3) skill tests for ATPL(H) issue; and
- (4) assessments of competence for the issue, revalidation or renewal of an SFI(H) certificate, provided that they have completed at least 3 years as an SFE(H) and have undergone specific training for the assessment of competence in accordance with point [FCL.1015\(b\)](#).

EXAMINER STANDARDISATION COURSE ZPH/CAN FCL 10

(g) Holders of a TRE or SFE certificate who have more than three years of experience as a TRE/SFE may attend an additional standardization module with the Authority in accordance with FCL.1005.TRE/SFE (a) (5) in order to be authorized to conduct competency evaluations for SFI/TRI certificates.

This minimum 2-hour standardization shall include:

- (1) Legal requirements regarding assessments of competence (e.g. FCL.935, associated AMC and relevant sections of the FEM).
- (2) Practical examples of how to structure an assessment of competence in the FSTD or on the aircraft (as applicable).

(h) Holders of an SFE certificate who have completed an SFI Tutor course in accordance with the derogation in Annex IV to the Commission Decision of 6.2.2014 (2014/69/EU) shall be credited in full towards the additional standardization requirements in (g).

LICENSING REQUIREMENTS FOR TRI

FCL.915.TRI TRI – Prerequisites

Regulation (EU) 2021/2227

An applicant for a TRI certificate shall:

- (a) hold a CPL, MPL or ATPL pilot licence on the applicable aircraft category;
- (b) for a TRI(MPA) certificate:
 - (1) have completed 1 500 hours flight time as a pilot on multi-pilot aeroplanes; and
 - (2) have completed, within the 12 months preceding the date of application, 30 route sectors, including take-offs and landings, as PIC or co-pilot on the applicable aeroplane type, of which 15 sectors may be completed in an FFS representing that type;
- (c) for a TRI(SPA) certificate:
 - (1) have completed, within the 12 months preceding the date of the application, at least 30 route sectors, including take-offs and landings, as PIC on the applicable aeroplane type, of which a maximum of 15 sectors may be completed in an FSTD representing that type; and
 - (2)
 - (i) have competed at least 500 hours flight time as pilot on aeroplanes, including 30 hours as PIC on the applicable type of aeroplane; or
 - (ii) hold or have held an FI certificate for multi-engine aeroplanes with IR(A) privileges;
- (d) for TRI(H):
 - (1) for a TRI(H) certificate for single-pilot single-engine helicopters, either:
 - (i) have completed 250 hours as a pilot on helicopters; or
 - (ii) hold an FI(H) certificate.
 - (2) for a TRI(H) certificate for single-pilot multi-engine helicopters, either:
 - (i) have completed 500 hours as pilot of helicopters, including 100 hours as PIC in single-pilot multi-engine helicopters; or
 - (ii) hold an FI(H) certificate and have completed 100 hours of flight time as a pilot in multi-engine helicopters.
 - (3) for a TRI(H) certificate for multi-pilot helicopters, have completed 1 000 hours of flight time as a pilot on helicopters, and have either 350 hours in multi-pilot operations on any aircraft category or 100 hours of flight time as a pilot in multi-pilot operations on the type for which the TRI(H) certificate is sought;

FCL.940.TRI TRI – Revalidation and renewal

Regulation (EU) 2019/1747

(a) Revalidation**(1) Aeroplanes**

To revalidate a TRI(A) certificate, applicants shall, within the 12 months immediately preceding the expiry date of the certificate fulfil at least two out of the three following requirements:

- (i) conduct one of the following parts of a complete type rating or recurrent training course: simulator session of at least 3 hours or one air exercise of at least 1 hour comprising a minimum of two take-offs and landings;
- (ii) complete instructor refresher training as a TRI(A) at an ATO;
- (iii) pass the assessment of competence in accordance with point [FCL.935](#). Applicants who have complied with point [FCL.910.TRI\(b\)\(3\)](#) shall be deemed to comply with this requirement.

(2) Helicopters and powered lift

To revalidate a TRI (H) or TRI(PL) certificate, applicants shall, within the validity period of the TRI certificate fulfil at least two out of the three following requirements:

- (i) completed at least 50 hours of flight instruction in each of the types of aircraft for which instructional privileges are held or in an FSTD representing those types, of which at least 15 hours shall be completed in the period of 12 months immediately preceding the expiry date of the TRI certificate. In the case of a TRI(PL), those hours shall be completed as a TRI or a type rating examiner (TRE), or as an SFI or a synthetic flight examiner (SFE). In the case of a TRI(H), the time flown as FIs, instrument rating instructors (IRIs), synthetic training instructors (STIs) or as any kind of examiners shall be accounted for this purpose;
- (ii) complete instructor refresher training as a TRI(H) or TRI(PL), as relevant, at an ATO;
- (iii) in the period of 12 months immediately preceding the expiry date of the certificate, passed an assessment of competence in accordance with points [FCL.935](#), [FCL.910.TRI\(b\)\(3\)](#) or [FCL.910.TRI\(c\)\(3\)](#), as applicable.

(3) For at least each alternate revalidation of a TRI certificate, holders shall pass the assessment of competence in accordance with point [FCL.935](#).

(4) If TRIs hold a certificate for more than one type of aircraft within the same category, the assessment of competence taken on one of those types of aircraft shall revalidate the TRI certificate for the other types held within the same category of aircraft, unless it is otherwise determined in the OSD.

(5) Specific requirements for the revalidation of a TRI(H) certificate

TRIs(H) holding an FI(H) certificate in the relevant type shall be deemed to comply with the requirements in point (a). In that case, the TRI(H) certificate shall be valid until the expiry date of the FI(H) certificate.

(b) Renewal

To renew a TRI certificate, applicants shall, within the 12 months immediately preceding the date of the application, have passed the assessment of competence in accordance with point [FCL.935](#) and shall have completed the following:

- (1) for aeroplanes:
 - (i) at least 30 route sectors, including take-offs and landings on the applicable aeroplane type, of which maximum 15 sectors may be completed in an FFS;
 - (ii) instructor refresher training as a TRI at an ATO which shall cover the relevant elements of the TRI training course;
- (2) for helicopters and powered lift:
 - (i) at least 10 hours of flight time, including take-offs and landings on the applicable aircraft type, of which maximum 5 hours may be completed in an FFS or FTD 2/3;
 - (ii) instructor refresher training as a TRI at an ATO, which shall cover the relevant elements of the TRI training course.
- (3) If applicants held a certificate for more than one type of aircraft within the same category, the assessment of competence taken on one of those types of aircraft shall renew the TRI certificate for the other types held within the same category of aircraft, unless it is otherwise determined in the OSD.

LICENSING REQUIREMENTS FOR SFI

FCL.910.SFI SFI – Restricted privileges

Regulation (EU) 2019/1747

The privileges of SFIs shall be restricted to the FTD 2/3 or FFS of the aircraft type in which the SFI training course was taken.

The privileges may be extended to other FSTDs representing further types of the same category of aircraft if the holders have:

- (a) completed the simulator content of the relevant type rating course;
- (b) completed the relevant parts of the technical training and the FSTD content of the flight instruction syllabus of the applicable TRI course;
- (c) conducted on a complete type rating course at least 3 hours of flight instruction related to the duties of an SFI on the applicable type under the supervision and to the satisfaction of a TRE or an SFE qualified for this purpose.

The privileges of the SFI shall be extended to further variants in accordance with the OSD if the SFI has completed the type relevant parts of the technical training and the FSTD content of the flight instruction syllabus of the applicable TRI course.

FCL.915.SFI SFI – Prerequisites

Regulation (EU) 2021/2227

An applicant for an SFI certificate shall:

- (a) hold or have held a CPL, MPL or ATPL in the appropriate aircraft category;
- (b) have completed the proficiency check for the issue of the specific aircraft type rating in an FFS representing the applicable type, within the 12 months preceding the application; and
- (c) additionally, for an SFI(A) for multi-pilot aeroplanes or SFI(PL), have:
 - (1) at least 1 500 hours flight time as a pilot on multi-pilot aeroplanes or powered-lift, as applicable;
 - (2) completed, as a pilot or as an observer, within the 12 months preceding the application, at least:
 - (i) 3 route sectors on the flight deck of the applicable aircraft type; or
 - (ii) 2 line-orientated flight training-based simulator sessions conducted by qualified flight crew on the flight deck of the applicable type. These simulator sessions shall include 2 flights of at least 2 hours each between 2 different aerodromes, and the associated pre-flight planning and de-briefing;

- (d) additionally, for an SFI(A) for single-pilot high performance complex aeroplanes:
- (1) have completed at least 500 hours of flight time as PIC on single-pilot aeroplanes;
 - (2) hold or have held a multi-engine IR(A) rating; and
 - (3) have met the requirements in (c)(2);
- (e) additionally, for an SFI(H), have:
- (1) completed, as a pilot or as an observer, at least 1 hour of flight time on the flight deck of the applicable type, within the 12 months preceding the application; and
 - (2) in the case of multi-pilot helicopters, at least 1 000 hours of flying experience as a pilot in helicopters, including at least 350 hours in multi-pilot operations in any aircraft category;
 - (3) in the case of single-pilot multi-engine helicopters, completed 500 hours as pilot of helicopters, including 100 hours as PIC on single-pilot multi-engine helicopters;
 - (4) in the case of single-pilot single-engine helicopters, completed 250 hours as a pilot on helicopters;
 - (5) in the case of single-pilot helicopters in multi-pilot operations, completed at least 350 hours in multi-pilot operations in any aircraft category.

FCL.940.SFI SFI – Revalidation and renewal

Regulation (EU) 2019/1747

(a) Revalidation

To revalidate an SFI certificate, applicants shall fulfil, before the expiry date of the SFI certificate, at least two out of the following three requirements:

- (1) have completed at least 50 hours as instructors or examiners in FSTDs, of which at least 15 hours in the period of 12 months immediately preceding the expiry date of the SFI certificate;
- (2) have completed instructor refresher training as an SFI at an ATO;
- (3) have passed the relevant sections of the assessment of competence in accordance with point [FCL.935](#).

(b) Additionally, applicants shall have completed, on an FFS, the proficiency checks for the issue of the specific aircraft type ratings representing the types for which privileges are held.

(c) For at least each alternate revalidation of an SFI certificate, holders shall comply with the requirement in point (a)(3).

(d) If an SFI holds a certificate in more than one type of aircraft within the same category, the assessment of competence taken on one of those types shall revalidate the SFI certificate for the other types held within the same category of aircraft, unless otherwise is determined in the OSD.

(e) Renewal

To renew the SFI certificate, applicants shall, within the period of 12 months immediately preceding the application for the renewal, comply with all of the following conditions:

- (1) have completed instructor refresher training as an SFI at an ATO;
- (2) have passed the assessment of competence in accordance with point [FCL.935](#);

(3) have completed, on an FSTD, the skill test for the issue of the specific aircraft type ratings representing the types for which privileges are to be renewed.

ASSESSMENT OF COMPETENCE (AOC)

FCL.935.TRI TRI – Assessment of competence

Regulation (EU) 2019/1747

- (a) 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.
- (b) The assessment of competence for a TRI for single-pilot high-performance complex aeroplanes and helicopters shall be conducted in any of the following:
 - (1) an available and accessible FFS;
 - (2) if no FFS is available or accessible, in a combination of FSTD(s) and an aircraft;
 - (3) if no FSTD is available or accessible, in an aircraft.

FCL.935 Assessment of competence

Regulation (EU) No 1178/2011

- (a) Except for the multi-crew cooperation instructor (MCCI), the synthetic training instructor (STI), the mountain rating instructor (MI) and the flight test instructor (FTI), an applicant for an instructor certificate shall pass an assessment of competence in the appropriate aircraft category to demonstrate to an examiner qualified in accordance with Subpart K the ability to instruct a student pilot to the level required for the issue of the relevant licence, rating or certificate.
- (b) This assessment shall include:
- (1) the demonstration of the competencies described in [FCL.920](#), during pre-flight, post-flight and theoretical knowledge instruction;
 - (2) oral theoretical examinations on the ground, pre-flight and post-flight briefings and in-flight demonstrations in the appropriate aircraft class, type or FSTD;
 - (3) exercises adequate to evaluate the instructor's competencies.
- (c) The assessment shall be performed on the same class or type of aircraft or FSTD used for the flight instruction.
- (d) 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.

AMC1 FCL.935 Assessment of competence

ED Decision 2020/005/R

GENERAL

- (a) The format and application form for the assessment of competence are determined by the competent authority.
- (b) When an aircraft is used for the assessment, it should meet the requirements for training aircraft.
- (c) 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.
- (d) During the assessment of competence the applicant occupies the seat normally occupied by the instructor (instructor's seat if in an FSTD, or pilot seat if in an aircraft), except in the case of balloons. The examiner, another instructor **or, for MPA in an FFS, a real crew member under instruction, functions as the 'student'**. 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 (if the 'student' is the examiner or another instructor, this can include typical mistakes of inexperienced students). The applicant is expected to correct **mistakes orally or, if necessary, by intervening physically.**
- (e) 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.

- (f) All relevant exercises should be completed within a period of 6 months. However, all exercises should, where possible, be completed on the same day. In principle, failure in any exercise requires a retest covering all exercises, with the exception of those that may be retaken separately. The examiner may terminate the assessment at any stage if they consider that a retest is required.

AMC4 FCL.935 Assessment of competence

ED Decision 2011/016/R

CONTENT OF THE ASSESSMENT FOR THE SFI

The assessment should consist of at least 3 hours of flight instruction related to the duties of an SFI on the applicable FFS or FTD 2/3.

GENERAL RULES FOR THE AOC

The applicant should demonstrate his ability to devise a lesson plan for the allocated exercises and manage time efficiently with the intention of completing this lesson plan. However, the test should be based on a principle of quality rather than quantity and kept as straightforward as possible. For example, **provided the simulator detail contains at least one teaching demonstration from a pilot's seat, instruction from the simulator operator's position and at least one asymmetric exercise**, there is no requirement to complete all the exercises in the allocated list. A fuller insight into an instructor's ability can be gained by allowing him to progress with relatively few exercises than if he is required superficially to teach a larger number. (The TRI course will have provided adequate practice in the range of exercises appropriate to qualifying as an instructor on the type).

RULES FOR AOC CONDUCTED BY STUDENT ROLE PLAY

The examiner may act as a student undergoing a type rating course; alternatively he may conduct the AoC as an observer and delegate the student role to a course tutor or another instructor.

When there is only one applicant, a pilot with a current type rating is required to take the PM role.

Explain that the examiner (or course tutor, as applicable), whilst playing the role of student, should be treated as such, and all aspects of his performance should be regarded in context. If it is considered that the student would benefit from a demonstration, the applicant should proceed accordingly.

On initial AoCs, the examiner must take into account that a newly trained instructor's ability can reflect only unconsolidated skills which have been acquired during the instructor course and cannot, for obvious reasons, draw on expertise gained from instructional experience.

Student role play should be aeroplane-related rather than personality-based. Errors made should be typical technical and non-technical student errors for the type and exercise (e.g. not trimming, inadequate knowledge of procedures, mishandling rudder during asymmetric exercises, poor scan, CRM issues etc) and kept to a relatively small number. The student's performance should reflect the quality and content of the instruction given.

RULES FOR AOC CONDUCTED BY OBSERVING A LIVE EVENT

Training audience is a real crew for training.

In his introduction to the pilots under training, the examiner will explain that:

- he needs to observe the candidate conducting the detail (one day only) in order to carry out the AoC. He should reassure the students that the candidate will conduct a normal training detail and make all decisions during the detail without reference to the examiner.
- at the end of the simulator detail, the examiner will ask the candidate for a brief preview of the debrief – this is a normal aspect of the AoC process to ensure common standards.

he will need to record some details from the pilots' licences for the report form.

COMPETENCE ASSESSMENT GUIDANCE

All instructors shall be trained to achieve the following competences:

➤ Prepare resources,

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 (Note: See GM1 ORA.ATO.125 point (f)).	(a) understand objectives; (b) available tools; (c) competency-based training methods; (d) understands the training envelope of the training platform, as determined by the ATO (Note: See GM1 ORA.ATO.125 point (f)) and avoids training beyond the boundaries of this envelope.

➤ Create a climate conducive to learning,

Competence	Performance	Knowledge
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,

Competence	Performance	Knowledge
Present knowledge	(a) communicates clearly; (b) creates and sustains realism; (c) looks for training opportunities.	teaching methods

➤ Integrate Threat and Error Management (TEM) and crew resource management,

Competence	Performance	Knowledge
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,

Competence	Performance	Knowledge
Manage time to achieve training objectives	Allocates the appropriate time to achieve competency objective.	syllabus time allocation

➤ Facilitate learning,

Competence	Performance	Knowledge
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.

➤ Assess trainee performance,

Competence	Performance	Knowledge
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,

Competence	Performance	Knowledge
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,

Competence	Performance	Knowledge
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,

Competence	Performance	Knowledge
Report outcome	Reports accurately using only observed actions and events.	(a) phase training objectives; (b) individual versus systemic weaknesses.

TEMPLATE 1 – AOC FOR THE ISSUE OF TRI(A) (SIM ONLY) OR SFI CERTIFICATE

AOC conducted by STUDENT ROLE PLAY *For initial issue*

For the assessment of competence, the applicant will be required to:

- give a theoretical knowledge lesson (1 unit equals 45 minutes) for a pre-notified exercise from the type rating course using normal briefing room facilities and visual aids as appropriate. Give a simulator safety/evacuation briefing.
- conduct a simulator training exercise which will consist mainly of instruction from the simulator operator's panel **but must also include a teaching demonstration from a pilot's seat.**
- debrief the simulator exercises.
- write a training report on the student's performance.
- manage time efficiently throughout.
- demonstrate adequate knowledge of relevant parts of EASA Part FCL

1. Preparation for the Assessment of Competence (AoC)

The examiner should allocate the applicant a list of exercises at the end of the preceding day's training; he should also define the experience of the 'student', and specify whether he is a captain or co-pilot. The applicant should decide on a suitable sequence in which to conduct the exercises; i.e. devise a lesson plan, and should be advised that this sequence is not required to conform to the type rating course syllabus.

The examiner will nominate one exercise from the list which the applicant will be required to brief (theoretical instruction). This can be a normal interactive briefing based on the assumption that the student has completed relevant preparatory study.

2. Test Administration according to EASA FEM Module 7.1(A)/7.2(H)

3. Examiner Briefing according to EASA FEM Module 7.1(A)/7.2(H)

Don't forget PASS/FAIL criteria and consequences!

FCL.935 (d)

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.

4. Instructor Applicant Simulator/Flight Briefing according to EASA FEM Module 7.1(A)/7.2(H)
5. Instruction in the FSTD according to EASA FEM Module 7.1(A)/7.2(H)
6. Assessment of Competence according to EASA FEM Module 7.1(A)/7.2(H)

The Test-Form is representing the ANNEX 9 Test Form for all types of instructors. The Test-Form does not replicate the Assessment Guidance of the EASA FEM. Observations in the sections 1 – 6 of the EASA FEM are indications of a good standard (good instructor competencies) in relation to the requirements of CBTA.

7. Standard of Completion according to EASA FEM Module 7.1(A)/7.2(H)
8. Competence Assessment Guidance according to EASA FEM Module 7.1(A)/7.2(H)

Assessment of Instructor competencies acc. ICAO PANS TRG DOC 9868 (CBTA) can also be utilized

Management of the learning environment

Ensures that the instruction, assessment and evaluation are conducted in a suitable and safe environment

IOB 2.1 Applies TEM in the context of instruction/evaluation

IOB 2.2 Briefs on safety procedures for situations that are likely to develop during instruction/evaluation

IOB 2.3 Intervenes appropriately, at the correct time and level (e.g., progresses from verbal assistance to taking over control)

IOB 2.4 Resumes instruction/evaluation as practicable after any intervention

IOB 2.5 Plans and prepares training media, equipment and resources

IOB 2.6 Briefs on training devices or aircraft limitations that may influence training, when applicable

IOB 2.7 Creates and manages conditions (e.g., airspace, ATC, weather, time, etc.) to be suitable for the training objectives

IOB 2.8 Adapts to changes in the environment whilst minimizing training disruptions

IOB 2.9 Manages time, training media and equipment to ensure that training objectives are met

Instruction

Conducts training to develop the trainee's competencies

IOB 3.1 References approved sources (operations, technical, and training manuals, standards and regulations)

IOB 3.2 States clearly the objectives and clarifies roles for the training

IOB 3.3 Follows the approved training program

IOB 3.4 Applies instructional methods as appropriate (e.g., explanation, demonstration, facilitation, discover with assistance, discover without assistance)

IOB 3.5 Sustains operational relevance and realism

IOB 3.6 Adapts the amount of instructor inputs to ensure that the training objectives are met

IOB 3.7 Adapts to situations that might disrupt a planned sequence of events

IOB 3.8 Continuously assesses trainee's competencies

IOB 3.9 Encourages the trainee to self-assess

IOB 3.10 Allows trainee to self-correct in a timely manner

IOB 3.11 Applies trainee-centered feedback techniques (e.g., facilitation, etc.)

IOB 3.12 Provides positive reinforcement

Interaction with the trainees

Supports the trainees' learning and development and Demonstrates exemplary behaviour (role model)

IOB 4.1 Shows respect for the trainees (e.g., for culture, language, experience)

IOB 4.2 Shows patience and empathy (e.g., by actively listening, reading non-verbal messages and encouraging dialogue)

IOB 4.3 Manages trainees' barriers to learning

IOB 4.4 Encourages engagement and mutual support

IOB 4.5 Coaches the trainees

IOB 4.6 Supports the goal and training policies of the operator/ATO and Authority

IOB 4.7 Shows integrity (e.g., honesty and professional principles)

IOB 4.8 Demonstrates acceptable personal conduct, acceptable social practices, content expertise, a model for professional and interpersonal behaviour

IOB 4.9 Actively seeks and accepts feedback to improve own performance

Assessment and Evaluation

Assesses the competencies of the trainee and Contributes to continuous training system improvement

- IOB 5.1 Complies with Operator/ATOs and Authority requirements
- IOB 5.2 Ensures that the trainee understands the assessment process
- IOB 5.3 Applies the competency standards and conditions
- IOB 5.4 Assesses trainee's competencies
- IOB 5.5 Performs grading
- IOB 5.6 Provides recommendations based on the outcome of the assessment
- IOB 5.7 Makes decisions based on the outcome of the summative assessment
- IOB 5.8 Provides clear feedback to the trainee
- IOB 5.9 Reports strengths and weaknesses of the training system (e.g., training environment, curriculum, assessment/evaluation) including feedback from trainees
- IOB 5.10 Suggests improvements for the training system
- IOB 5.11 Produces reports using appropriate forms and media

9. Decision Making Flow Chart acc. to EASA FEM Module 7.1(A)/7.2(H)

10. Training Session Examiner AoC debriefing acc. to EASA FEM Module 7.1(A)/7.2(H)

11. Completion of all applicable records

All relevant AUSTRO CONTROL records must be completed.

[LINK ► INSTRUCTOR FORMS ENGLISH](#)

[LINK ► INSTRUCTOR FORMS GERMAN](#)

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LICENCE ENDORSEMENT

N/A

TEMPLATE 2 – AOC FOR THE REVALIDATION/RENEWAL OF TRI(A) (SIM ONLY) OR SFI CERTIFICATE

AOC conducted by OBSERVATION OF LIVE TRAINING IN SIM *revalidation*

For the assessment of competence, the applicant will be required to:

- give a theoretical knowledge lesson (1 unit equals 45 minutes) for a pre-notified exercise from the type rating course using normal briefing room facilities and visual aids as appropriate. Give a simulator safety/evacuation briefing.
- conduct a simulator training exercise which will consist mainly of instruction from the simulator operator's panel but may, **if necessary, because of failure of the real crew under training also include a teaching demonstration from a pilot's seat.**
- debrief the simulator exercises.
- write a training report on the student's performance.
- manage time efficiently throughout.
- demonstrate adequate knowledge of relevant parts of EASA Part FCL

In his introduction to the pilots under training, the examiner will explain that:

- he needs to observe the candidate conducting the detail (one day only) in order to carry out the AoC. He should reassure the students that the candidate will conduct a normal training detail and make all decisions during the detail without reference to the examiner.
- at the end of the simulator detail, the examiner will ask the candidate for a brief preview of the debrief – this is a normal aspect of the AoC process to ensure common standards.
- he will need to record some details from the pilots' licences for the report form.

1. Preparation for the Assessment of Competence (AoC)

The applicant should decide on a suitable sequence in which to conduct the exercises; i.e. devise a lesson plan, and should be advised that this sequence should conform to the type rating course syllabus.

The examiner will nominate one exercise from the list which the applicant will be required to brief to detail (theoretical instruction). This can be a normal interactive briefing based on the assumption that the student has completed relevant preparatory study.

2. Test Administration according to EASA FEM Module 7.1(A)/7.2(H)

3. Examiner Briefing according to EASA FEM Module 7.1(A)/7.2(H)

Don't forget PASS/FAIL criteria and consequences!

FCL.935 (d)

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.

4. Instructor Applicant Simulator/Flight Briefing according to EASA FEM Module 7.1(A)/7.2(H)

5. Instruction in the FSTD according to EASA FEM Module 7.1(A)/7.2(H)

6. Assessment of Competence according to EASA FEM Module 7.1(A)/7.2(H)

The Test-Form is representing the ANNEX 9 Test Form for all types of instructors. The Test-Form does not replicate the Assessment Guidance of the EASA FEM. Observations in the sections 1 – 6 of the EASA FEM are indications of a good standard (good instructor competencies) in relation to the requirements of CBTA.

7. Standard of Completion according to EASA FEM Module 7.1(A)/7.2(H)

8. Competence Assessment Guidance according to EASA FEM Module 7.1(A)/7.2(H)

Assessment of Instructor competencies acc. ICAO PANS TRG DOC 9868 (CBTA) can also be utilized

Management of the learning environment

Ensures that the instruction, assessment and evaluation are conducted in a suitable and safe environment

IOB 2.1 Applies TEM in the context of instruction/evaluation

IOB 2.2 Briefs on safety procedures for situations that are likely to develop during instruction/evaluation

IOB 2.3 Intervenes appropriately, at the correct time and level (e.g., progresses from verbal assistance to taking over control)

IOB 2.4 Resumes instruction/evaluation as practicable after any intervention

IOB 2.5 Plans and prepares training media, equipment and resources

IOB 2.6 Briefs on training devices or aircraft limitations that may influence training, when applicable

IOB 2.7 Creates and manages conditions (e.g., airspace, ATC, weather, time, etc.) to be suitable for the training objectives

IOB 2.8 Adapts to changes in the environment whilst minimizing training disruptions

IOB 2.9 Manages time, training media and equipment to ensure that training objectives are met

Instruction

Conducts training to develop the trainee's competencies

IOB 3.1 References approved sources (operations, technical, and training manuals, standards and regulations)

IOB 3.2 States clearly the objectives and clarifies roles for the training

IOB 3.3 Follows the approved training program

IOB 3.4 Applies instructional methods as appropriate (e.g., explanation, demonstration, facilitation, discover with assistance, discover without assistance)

IOB 3.5 Sustains operational relevance and realism

IOB 3.6 Adapts the amount of instructor inputs to ensure that the training objectives are met

IOB 3.7 Adapts to situations that might disrupt a planned sequence of events

IOB 3.8 Continuously assesses trainee's competencies

IOB 3.9 Encourages the trainee to self-assess

IOB 3.10 Allows trainee to self-correct in a timely manner

IOB 3.11 Applies trainee-centered feedback techniques (e.g., facilitation, etc.)

IOB 3.12 Provides positive reinforcement

Interaction with the trainees

Supports the trainees' learning and development and Demonstrates exemplary behaviour (role model)

IOB 4.1 Shows respect for the trainees (e.g., for culture, language, experience)

IOB 4.2 Shows patience and empathy (e.g., by actively listening, reading non-verbal messages and encouraging dialogue)

IOB 4.3 Manages trainees' barriers to learning

IOB 4.4 Encourages engagement and mutual support

IOB 4.5 Coaches the trainees

IOB 4.6 Supports the goal and training policies of the operator/ATO and Authority

IOB 4.7 Shows integrity (e.g., honesty and professional principles)

IOB 4.8 Demonstrates acceptable personal conduct, acceptable social practices, content expertise, a model for professional and interpersonal behaviour

IOB 4.9 Actively seeks and accepts feedback to improve own performance

Assessment and Evaluation

Assesses the competencies of the trainee and Contributes to continuous training system improvement

IOB 5.1 Complies with Operator/ATOs and Authority requirements

IOB 5.2 Ensures that the trainee understands the assessment process

IOB 5.3 Applies the competency standards and conditions

IOB 5.4 Assesses trainee's competencies

IOB 5.5 Performs grading

IOB 5.6 Provides recommendations based on the outcome of the assessment

IOB 5.7 Makes decisions based on the outcome of the summative assessment

IOB 5.8 Provides clear feedback to the trainee

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IOB 5.10 Suggests improvements for the training system

IOB 5.11 Produces reports using appropriate forms and media

9. Decision Making Flow Chart acc. to EASA FEM Module 7.1(A)/7.2(H)

10. Training Session Examiner AoC debriefing acc. to EASA FEM Module 7.1(A)/7.2(H)

11. Completion of all applicable records

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TEMPLATE 3 – AOC FOR THE ISSUE/REVALIDATION OF TRI(A) TO LIFT RESTRICTIONS

AOC conducted by STUDENT ROLE PLAY IN AN A/C For initial issue, revalidation or renewal

An AoC for this purpose must be conducted in an aeroplane. The examiner must ensure, in his student role play, that any handling and non-technical errors do not jeopardise safety.

For the assessment of competence, the applicant will be required to:

- give a theoretical knowledge lesson (1 unit equals 45 minutes) for a pre-notified exercise from the planned flight using normal briefing room facilities and visual aids as appropriate.
- Plan a real flight scenario training exercise (content specified by the examiner). This planning must include airfield selection, including alternates; scheduling, flight plans and slots; fuel and performance requirements etc.
- Give a pre-flight briefing for the planned exercise using standard briefing room facilities and visual aids as appropriate.
- Teach the exercise from a pilot's seat. This must be a complete flight exercise (pre-start to shutdown), with the examiner acting as student, and must include a minimum of:
 - Taxiing (this may determine which pilots' seats the applicant and "student" occupy)
 - Upper airwork exercise(s)
 - Visual circuit(s) including touch and go landing(s)
 - Instrument procedure(s) involving the use of screens
 - Simulated asymmetric exercise(s)
- Debrief the exercise (this must include an assessment against the required completion standard)
- Write a training report on the student's performance.
- Manage time efficiently throughout.
- Demonstrate adequate knowledge of relevant regulations.

Tell the applicant to assume that the student has completed the ground school phase of a type rating course and final examination.

Define the student's assumed role (captain or co-pilot), background and experience.

Explain that the examiner, whilst playing the role of student, should be treated as such, and all aspects of his performance should be regarded in context. If it is considered that the student would benefit from a demonstration, the applicant TRI should proceed accordingly.

The examiner must specify that, although he is the legal Commander of the aeroplane and has over-riding authority over the conduct of the flight, he will act as student and the applicant instructor is to act as instructor/captain for the purposes of the test. The applicant's responsibilities include the following:

- checking (but not signing) the technical log to determine the aeroplane's fitness for the exercise
- liaison with all external agencies (e.g. maintenance and ground staff)
- All operational matters such as positioning, use of airspace, liaison with ATC
- Weather decisions

1. Preparation for the Assessment of Competence (AoC)

The examiner should allocate the applicant a list of exercises at the end of the preceding day's training; he should also define the experience of the 'student', and specify whether he is a captain or co-pilot. The applicant should decide on a suitable sequence in which to conduct the exercises; i.e. devise a lesson plan, and should be advised that this sequence is not required to conform to the type rating course syllabus.

The examiner will nominate one exercise from the list which the applicant will be required to brief (theoretical instruction). This can be a normal interactive briefing based on the assumption that the student has completed relevant preparatory study.

2. Test Administration according to EASA FEM Module 7.1(A)/7.2(H)

3. Examiner Briefing according to EASA FEM Module 7.1(A)/7.2(H)

Don't forget PASS/FAIL criteria and consequences!

FCL.935 (d)

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4. Instructor Applicant Flight Briefing according to EASA FEM Module 7.1(A)/7.2(H)

5. Instruction in the A/C according to EASA FEM Module 7.1(A)/7.2(H)

6. Assessment of Competence according to EASA FEM Module 7.1(A)/7.2(H)

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7. Standard of Completion according to EASA FEM Module 7.1(A)/7.2(H)

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IOB 4.9 Actively seeks and accepts feedback to improve own performance

Assessment and Evaluation

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IOB 5.1 Complies with Operator/ATOs and Authority requirements

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LICENCE ENDORSEMENT

Rating, certificate, endorsement/ Berechtigungsvermerk	Date of rating test/ Datum des Prüfungsfluges	Valid until/ Gültig bis	IR Valid until/ IR Gültig bis	Examiners certificate no./ Prüferzeugnis Nr.	Examiners signature/ Unterschrift des Prüfers
<i>TRI(A)</i>	<i>01.08.22</i>	<i>30.09.25</i>		<i>AT.FCL.123456.TRE</i>	<i>Max Mustermann</i>

It is not allowed to lift a restriction with a licence endorsement – therefore this entry only revalidates the existing TRI privileges. The candidate will receive a new licence from the authority.