



FLIGHT TEST STANDARDS GUIDE

FLIGHT INSTRUCTOR RATING CATEGORY E ISSUE and BIENNIAL

Including the additional privileges of:-

- **Topdressing**
- **Spraying**
- **VTA**
- **Issue type rating on agricultural aircraft**

And the additional privilege of:-

- **Multi-engine (agricultural) type rating**

AEROPLANE/HELICOPTER

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

Revision 2 Issued November 2016

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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 CAA Advisory Circulars.

Flight Test Standards Guides were developed by John Parker, the CAA General Aviation Examiner with assistance from Ritchie de Montalk of Massey University. Subsequent consultation with industry flight examiners has resulted in further refinement.

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

- Delegated flight testing organisations
- All flight examiners with the examiner privilege of “Issue Category E Flight Instructor Rating (A) or (H)” (as applicable).
- Agricultural Flight Examiners with the examiner privilege of Category E Biennial Competency Demonstration.

Any feedback regarding this publication should be directed to info@caa.govt.nz

Change notice

Revision 2 updates the demonstrations required by CAR Part 61 (effective April 2016).

Introduction

This guide contains standards for the ground and in-flight test for issue or biennial competency demonstration of the Category E flight instructor rating and is to be used by flight examiners who hold the examiner privilege of Category E flight instructor rating issue (Aeroplane or Helicopter) and/or biennial competency demonstration (as applicable).

The additional privilege of multi-engine (agricultural) type rating flight instruction is included.

Candidates may also use this guide when preparing for flight tests. However, the candidate is reminded of their obligation to prepare 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 61-15 *Pilot licences and ratings – Agricultural ratings*
- Advisory Circular 61-10 *Pilot licences and ratings – Type ratings*
- NZAIP Planning Manual
- Gronlund, N.E., & Linn, R.L. (1990). Measurement and evaluation in teaching. (6th 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 CAA 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 New Zealand.

Flight test guide description

Flight Test Standards Guides are available from the CAA web site at www.caa.govt.nz (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 E 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 [CAR 61.31 (f)], 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 E Flight Instructor Rating.

At least one of the specialist fields of topdressing, spraying and/or VTA must be examined in conjunction with the Category E issue or biennial competency demonstration.

The additional privilege of multi-engine (agricultural) type rating is not compulsory.

Use of distractions during flight tests

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

Flight test standard description

Tasks contain procedures and manoeuvres appropriate to the demonstration required for Category E flight instructor rating (Aeroplane - Helicopter) issue and/or biennial competency demonstrations.

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 E 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, (issue or biennial) 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. 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 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.

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 (therefore single seat/control aircraft are not suitable for this demonstration), 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.

Flight test prerequisites

A candidate for Category E 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(a) requires the candidate to:

- (e) Hold at least a current commercial pilot licence for the appropriate category of aircraft, and
- (f) Meet specified minimum flight experience requirements, and
- (g) Hold a current Grade 1 agricultural rating (which requires a current Chemical Rating) for the appropriate category of aircraft that is valid for topdressing, spraying and/or VTA as appropriate.
- (h) Have completed an Instructional Techniques Course (ITC) within the previous 12 months (if not the holder of a current flight instructor rating).

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 E 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), Grade 1 agricultural rating 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 E 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), Grade 1 agricultural rating and aircraft 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 a Category E flight instructor rating	(7) The candidate demonstrates adequate knowledge of the currency and privileges of a Category E flight instructor rating	(7) The candidate demonstrates a thorough knowledge of the currency and privileges of a Category E flight instructor 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 (*all candidates*)

Objective: To determine that the candidate prepares for instruction by;

- (a) Establishing the student's previous knowledge and creating an environment conducive to learning.
- (b) Producing an appropriate syllabus for conversion to type.
- (c) Producing an appropriate syllabus for Grade 2 and 1 training.
- (d) Presenting the essential points of the lesson(s), in a tidy logical sequence and timely manner, using appropriate training aids.
- (e) Demonstrating adequate knowledge of the topic(s), through a concise briefing using correct terminology.
- (f) Encouraging interaction and establishing knowledge through questioning.

Action:

The examiner will:

- (a) Observe the candidate's procedures for establishing knowledge and the creation of a satisfactory learning environment.
- (b) Nominate aspects of conversion to aircraft type to be briefed (as a sample of the type rating syllabus).
- (c) Nominate the aspect(s) of the Grade 2 and/or Grade 1 agricultural rating to be taught (as a sample of the syllabus).
- (d) Determine the candidate's briefing covers the essential points in a timely manner.
- (e) Determine (through questioning) that the candidate has adequate knowledge of the topic and uses correct terminology.
- (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 (All candidates)

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: Pre-flight briefing (topdressing, spraying, VTA) as applicable

Objective: To determine that the candidate prepares for instruction by;

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

Action:

The examiner will:

- (a) Observe the candidate's procedures for establishing knowledge and the creation of a satisfactory learning environment.
- (b) Inspect the candidate's syllabus of training for topdressing, spraying and or VTA (as applicable) for appropriateness.
- (c) Role-play a pilot of average ability for the purpose of assessing candidate/pilot interaction and the candidate's procedures for operational role training.
- (d) Observe the candidate's use of training aids to determine that the candidate's presentation meets the objectives in a timely manner.
- (e) Determine (through questioning) that the candidate has adequate knowledge of the topic and that correct terminology is used.

Pre-Flight Briefing (Topdressing, Spraying, VTA) as applicable

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) The ability to carry out all operational aspects of topdressing, spraying and/or VTA (as applicable) using smooth and coordinated control movements.
- (c) An adequate knowledge of the aircraft type and its performance limitations.
- (d) 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) Observe the candidate's ability to teach operational aspects of topdressing, spraying and/or VTA (as applicable).
- (c) Monitor the candidate's control handling and determine that it meets the objective.
- (d) Question the candidate on aspects of the aircraft type and its operating limitations.
- (e) 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 manoeuvres 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 can demonstrate but not teach the operational aspects of topdressing, spraying and/or VTA (as applicable)	(2) The candidate adequately teaches the operational aspects of topdressing, spraying and/or VTA (as applicable)	(2) The candidate demonstrates professional teaching ability in the operational aspects of topdressing, spraying and/or VTA (as applicable)
(3) The candidate exhibits frequent rough control handling	(3) The candidate handles the controls in an overall smooth and coordinated manner	(3) The candidate handles the controls in a smooth and coordinated manner at all times
(4) The candidate is unaware of significant aircraft characteristics and/or operational limitations	(4) The candidate points out significant aircraft characteristics and operational limitations	(4) The candidate emphasises all significant aircraft characteristics and operational limitations
(5) The candidate cannot achieve CPL standards of airmanship, situational awareness, lookout, threat and error management and/or CRM (where applicable)	(5) The candidate demonstrates a satisfactory level of airmanship, situational awareness, lookout, threat and error management and CRM (as applicable)	(5) 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 operational situation (as simulated if applicable)	(1) The candidate exhibits a competent level of situational awareness and highlights situations relevant to the operation (as simulated if applicable)	(1) The candidate exhibits a high level of situational awareness with emphasis on operational factors
(2) The candidate's knowledge of human factors is inadequate and/or not applied to the operation	(2) The candidate exhibits a competent level of human factors and highlights those factors relevant to the operation	(2) The candidate exhibits superior knowledge of human factors and emphasises those that are particularly relevant to the operation
(3) The candidate's decision making process cannot be evaluated or clearly ignores available information, especially any information related to the operation	(3) The candidate verbalises the decision making process and highlights any decision influenced by the operational environment	(3) The candidate verbalises the decision making process with emphasis on any decision influenced by the operational environment

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 **COMPETENT** 85 **Ideal** 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 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 oral examination, pre-flight briefing, in-flight instruction and post-flight critique and determine that the candidate's performance meets the objective.

Techniques of Applied Instruction

Rating

70

85

100

Not yet competent

COMPETENT

Ideal

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

ASSESSMENT CRITERIA

Additional privilege: Multi-engine (agricultural) type rating

Objective: To determine that the candidate;

- (a) Has a prepared syllabus of aircraft systems training for conversion to a subsequent multi-engine aircraft type (used for agricultural purposes).
- (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 pater 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 (used in agricultural operations) 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