



## **FLIGHT TEST STANDARDS GUIDE**

### **FLIGHT INSTRUCTOR RATING CATEGORY B**

**Issue, continued competency and  
the additional instructional privileges of  
night, spinning, aerobatics and multi-engine**

### **AEROPLANE/HELICOPTER**

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

Rev 3 – March 2013

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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 B flight instructor rating initial issue flight tests and annual demonstrations of competency are to be conducted in accordance with the parameters laid down in this guide. This applies to:

- Part 141 flight testing organisations
- Delegated flight testing organisations
- All flight examiners

Any feedback regarding this publication should be directed to [info@caa.govt.nz](mailto:info@caa.govt.nz)

## **Change Notice**

Knowledge of student supervision responsibilities (see AC61-2 “Monitoring of solo flights by flight instructor”) to be specifically examined have been incorporated (page 28 and 29).

## Introduction

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

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

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

This guide is based upon the following references:

- Civil Aviation Rule Part 61 *Pilot Licences and Ratings*
- CAR Part 91 *General Operating Flight Rules*
- Advisory Circular 61-1.18 *Pilot licences and ratings – Flight instructor ratings*
- NZAIP Planning Manual
- Gronlund, N.E., & Linn, R.L. (1990). Measurement and evaluation in teaching. (6<sup>th</sup> ed.) New York: Macmillan
- FAA Practical Test Standards
- The New Zealand Flight Instructor's Guide

## **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 distributed free of charge to current examiners and 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 B flight instructor rating issue or renewal defines performances that are ‘proficient’, ‘ideal’ and ‘competent’.

The term ‘proficient’ is used to describe a minimum pass at the B Cat level while the term ‘competent’ is used to describe a performance that meets the requirements of C Cat renewal only. In some cases the elements of a task, by their very nature, have similar or the same description for both competent and proficient demonstrations. 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 proficiency 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 issue flight test is responsible for determining that the candidate meets the standards outlined in the objective of each task.

If, during the issue flight test, the demonstration observed does not meet the ‘proficient’ description but meets the ‘competent’ description the examiner may continue the test for the purpose of an annual competency demonstration to continue exercising the privileges of a Category C flight instructor.

However, if the examiner observes a performance that does not meet the ‘competent’ description of this guide, the examiner may need to refer to the flight test standards guide for C Cat issue and renewal to determine if instructor privileges may continue to be exercised at all.

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

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 (h)], but not as instruction.

For instructor rating competency demonstrations, the examiner is also not designated as the pilot-in-command. However, during a competency demonstration, the examiner may give limited remedial instruction and therefore be credited not only with the total flight time as pilot-in-command [CAR 61.31 (h)], but in addition, may record the appropriate amount of time as instruction.

## **Flight test standard description**

Tasks are procedures and manoeuvres appropriate to the demonstration required for Category B flight instructor rating (Aeroplane - Helicopter) issue or continued competency. Except that the 'oral examination' and 'aircraft documents' tasks are not compulsory for a continued competency demonstration.

The additional privileges of night, spinning, aerobatic and/or multi-engine flight instruction are not compulsory.

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 proficiency in that task.

The minimum acceptable standard of performance for a task for B Cat issue or renewal is described in the column stating **PROFICIENT** 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 for B Cat issue is described in the **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 proficiency 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 "proficient" ground and flight instruction to a student of average ability,
- (f) Exercising good judgement/decision making and maintaining situational awareness,
- (g) Applying aeronautical knowledge (principles of flight) to in-flight situations, and
- (h) Showing complete control of the aircraft, with the successful outcome of a task never seriously in doubt.

**Note:** "Proficient" is defined as; adept, expert

## **Unsatisfactory performance**

During an issue flight test, if, in the judgement of the flight examiner, the candidate does not demonstrate proficiency in any task, the task demonstration may still meet the requirements of a Category C annual competency demonstration but is failed for the purpose of Category B flight instructor rating issue.

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.

During a flight instructor rating annual demonstration, the examiner may provide limited dual to achieve the required level of competence.

## **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.

During an annual competency demonstration, if limited instruction is given by the examiner, the details should be recorded on the comments section of the flight test report. The examiner shall submit (as soon as practicable) to CAA a copy of all competency demonstration flight test reports.

## **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. The examiner may change the sequence or combine tasks with similar objectives to save time. However, the objectives of all tasks must be demonstrated and evaluated at some time during the flight test. Examiners will develop a plan of action that includes the order and combination of tasks to be demonstrated by the candidate in a manner that will result in an efficient and valid test. However, where possible, a practical sequence of groundwork, briefing, flying and debriefing should be followed.

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

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

Other than simulated engine failure, artificial distractions are not appropriate to the Instructor rating issue or continued competency demonstration.

## **Flight test prerequisites**

A candidate for Category B 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(d) requires the candidate to:

- (e) Hold at least a current commercial pilot licence, and
- (f) Hold a Category C flight instructor rating.

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

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

- (a) Fully functioning dual flight controls, and
- (b) Those instruments essential to the manoeuvres planned to be demonstrated during the flight visible to both pilots without excessive parallax error, and
- (c) At least three-point lap-and-sash harness, and
- (d) Intercommunication equipment acceptable to the flight examiner.

The candidate is required to provide adequate and private facilities for briefing prior to and after the flight test.

## ASSESSMENT CRITERIA

### **Task: Personal preparation**

#### **Objective:**

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

- (a) Presenting him or her self for the test in a timely manner to ensure adequate preparation for the lesson can be achieved; suitably attired (in keeping with a professional qualification and role model) and fit for flying.
- (b) Presenting an up to date, summarised and certified pilot's logbook and a current CPL (A or H) endorsed with a Category C (for issue) or Category B (for continued competency demonstrations) flight instructor rating, AIP Volumes 1 and 4, appropriate charts and copies of the recommended flight instruction reference texts.
- (c) Demonstrating knowledge of the privileges and currency requirements of a Category B 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 endorsed with an appropriate instructor rating.
- (d) Determine by inspection that the candidate's AIP is current and that the candidate's personal copies of the recommended flight instruction reference texts are appropriate.
- (e) Determine that the candidate has adequate knowledge of the privileges and currency requirements of a Category B flight instructor.

## Personal Preparation

**Rating**

**70**

**85**

**100**

**Competent**

**PROFICIENT**

**Ideal**

(1) Arrives punctually	(1) Arrives in advance of the student	(1) Prepares briefing material and room, well in advance of the student's arrival
(2) Dressed in keeping with a professional qualification	(2) Dressed in keeping with a professional qualification	(2) Exudes professionalism
(3) Fit but clearly nervous	(3) Fit but nervous	(3) Fit, enthusiastic and confident
(4) Minimum flight experience completed and correctly recorded	(4) Minimum flight experience (for issue) completed and correctly recorded	(4) Logbook records are neat, complete and correct in all respects
	(5) The candidate holds a current CPL endorsed with a Category C (for issue) or Category B (for renewal) instructor rating	
(6) The candidate has a current AIP and charts (as applicable)	(6) The candidate has a current AIP and charts (as applicable)	(6) The candidate owns and maintains all applicable operational documents
(7) The candidate has copies of the recommended flight instruction reference texts	(7) The candidate owns copies of the recommended flight instruction reference texts	(7) The candidate owns and maintains their own copies of the recommended texts and produces reference material relevant to the lesson
(8) The candidate is unaware of the privileges and currency requirements of a Category B flight instructor	(8) The candidate exhibits adequate knowledge of the privileges and currency requirements of a Category B flight instructor	(8) The candidate is fully aware of the privileges and currency requirements of a Category B flight instructor

## ASSESSMENT CRITERIA

### **Task: Pre-flight briefing**

#### **Objective:**

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

- (a) Establishing the student's previous knowledge.
- (b) Establishing an environment conducive to learning.
- (c) Presenting the lesson, in a tidy, logical sequence and timely manner, using a whiteboard/blackboard (for issue) and appropriate training aids.
- (d) Modifying the basic pre-flight briefing to suit the needs of the student (if applicable).
- (e) Demonstrating adequate knowledge of the topic through a concise briefing using correct terminology.
- (f) Encouraging interaction and establishing the candidate's knowledge.

#### **Action:**

The examiner will:

- (a) Observe the candidate's procedures for establishing previous knowledge and the creation of a satisfactory learning environment.
- (b) Role-play a student of average ability who is progressing well within the standard syllabus, or a student displaying a typical misunderstanding or inability to master a basic flight manoeuvre (at examiner discretion).
- (c) Determine that the briefing covers the essential points of the lesson and is appropriately modified (if applicable) to meet the needs of the student.
- (d) Observe the use of media and training aids to determine that the candidate's briefing is delivered in a timely manner to meet the objective.
- (e) Determine (by further questioning if required) that the candidate has adequate knowledge of the topic and that correct terminology is used.
- (f) Role-play a student of average ability for the purpose of assessing candidate/student interaction and the candidate's procedures for ensuring that learning has taken place through questioning.

## Pre-Flight Briefing

Rating 70 85 100

### Competent

### PROFICIENT

### Ideal

(1) The candidate establishes the level of the student's previous knowledge	(1) The candidate establishes the level of the student's previous knowledge	(1) The candidate gives a reason for the current briefing, building on the previous
(2) The candidate establishes a satisfactory learning environment	(2) The candidate establishes a satisfactory learning environment	(2) The candidate ensures a learning environment that avoids all distractions
(3) The candidate covers the essential points	(3) The candidate covers the essential points and modifies the standard lesson plan to suit the needs of the student (if applicable)	(3) The candidate modifies the standard lesson plan to suit the needs of the student (as applicable)
(4) The candidate fully completes the briefing in less than one hour	(4) The candidate fully completes the briefing in a little more than 30 minutes	(4) The candidate completes the pre-flight briefing in a time appropriate to the subject and the student's needs
(5) The candidate uses the white/black board competently	(5) The candidate uses the white/black board proficiently	(5) The candidate exhibits a high standard of instructional media use
(6) The candidate uses training aids competently	(6) The candidate uses training aids proficiently	(6) The candidate makes maximum effective use of all appropriate training aids
(7) Demonstrates adequate topic knowledge	(7) Demonstrates adequate topic knowledge	(7) Demonstrates thorough topic knowledge
(8) The candidate uses correct terminology most of the time	(8) The candidate uses correct terminology most of the time	(8) The candidate uses correct aviation terminology (which is defined) at all times
(9) The candidate encourages an adequate level of student interaction	(9) The candidate encourages an adequate level of student interaction	(9) The candidate encourages a high level of student participation
(10) The candidate questions at the end of the briefing to establish knowledge	(10) The candidate questions at the end of the briefing to establish knowledge	(10) The candidate employs superior questioning skills to measure learning and gauge student comprehension

## ASSESSMENT CRITERIA

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

#### **Objective:**

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

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

#### **Action:**

The examiner will:

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

## Demonstration of Flying Skills

**Rating** **70** **85** **100**

### Competent

### PROFICIENT

### Ideal

(1) The candidate is able to demonstrate all basic and advanced handling exercises within CPL parameters with minor deviations promptly corrected	(1) The candidate is able to proficiently demonstrate all basic and advanced handling exercises within CPL parameters	(1) The candidate is able to accurately demonstrate all basic and advanced handling exercises without deviation
(2) The candidate handles the controls in an overall smooth and coordinated manner	(2) The candidate handles the controls proficiently in a smooth and coordinated manner	(2) The candidate handles the controls in a smooth and coordinated manner at all times
(3) The candidate demonstrates a satisfactory level of airmanship, situational awareness and lookout	(3) The candidate proficiently role models a satisfactory level of airmanship, situational awareness and lookout	(3) The candidate demonstrates and role models a superior level of airmanship, situational awareness and lookout throughout the flight

## ASSESSMENT CRITERIA

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

#### **Objective:**

To ensure that the candidate:

- (a) Exhibits proficiency in 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.
- (d) Assess the candidate's ability to teach threat and error management techniques.

## Threat and Error Management

**Rating**

**70**

**85**

**100**

### Competent

### PROFICIENT

### Ideal

(1) The candidate exhibits a competent level of situational awareness	(1) The candidate exhibits a proficient 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 exhibits a competent level of human factors knowledge	(2) The candidate exhibits proficient human factors knowledge 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 verbalises the decision making process	(3) The candidate verbalises the decision making process and highlights decisions influenced by the operational environment	(3) The candidate verbalises the decision making process with emphasis on all decisions influenced by the operational environment
(4) The candidate is competent in teaching TEM techniques	(4) The candidate is proficient in teaching TEM techniques	(4) The candidate demonstrates mastery in teaching TEM principles

## ASSESSMENT CRITERIA

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

#### **Objective:**

To determine that the candidate:

- (a) Communicates with clarity and voice modulation in an authoritative and unambiguous manner using correct aviation terminology.
- (b) Uses a communication style appropriate to the student.
- (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 student of average ability to determine that the candidate's communication style is appropriate.
- (c) Observe and monitor the candidate's coordination of in-flight patter with the flight demonstration and determine that the candidate's performance meets the objective.

**In-Flight Patter**

**Rating**

**70**

**85**

**100**

**Competent**

**PROFICIENT**

**Ideal**

(1) Candidate communicates with adequate clarity and voice modulation	(1) Candidate communicates clearly with a well modulated voice most of the time	(1) Candidate communicates clearly, concisely and appropriately with a well modulated voice at all times
(2) Candidate communicates in an adequately authoritative and unambiguous manner	(2) Candidate communicates with authority in an unambiguous manner most of the time	(2) Candidate communicates with appropriate authority in an unambiguous manner at all times
(3) Candidate uses correct aviation terminology most of the time	(3) Candidate consistently uses correct aviation terminology	(3) Candidate uses correct and appropriate aviation phraseology at all times
(4) The candidate's communication style is adequate	(4) Candidate attempts to inspire confidence most of the time	(4) Candidate communicates in a confidence inspiring manner at all times
(5) Candidate coordinates patter with key demonstration points	(5) Candidate proficiently coordinates patter with key demonstration points	(5) Patter coordinated with demonstrations at all times

## ASSESSMENT CRITERIA

### **Task: Student participation and practice in flight**

#### **Objective:**

To ensure that the candidate:

- (a) Explains control 'hand over' and 'follow through' procedures to the student.
- (b) Demonstrates the correct placement of hands and feet on controls.
- (c) Encourages the student to 'follow through' on the controls appropriately.
- (d) Provides adequate opportunity within the lesson time frame for the student to practice the manoeuvre without the instructor overriding the student's control inputs.
- (e) Periodically checks that the student has correctly trimmed the aircraft.

#### **Action:**

The examiner will:

- (a) Monitor the candidate's 'hand over' and 'follow through' procedures and the demonstration of placement of hands and feet on controls and determine that the candidate's performance meets the objectives.
- (b) Role-play a student 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 the student to adequately practice the manoeuvre.
- (d) Trim the aircraft to a level of accuracy appropriate to a student of average ability and observe that the candidate periodically checks that the aircraft is correctly trimmed.

## Student Participation and Practice in Flight

Rating 70 85 100

<b>Competent</b>	<b>PROFICIENT</b>	<b>Ideal</b>
(1) The candidate briefs the student on handing over of control and the procedure for 'following through'	(1) The candidate proficiently briefs the student on handing over of control and the procedure for 'following through'	(1) Thoroughly briefs the student on the procedure for taking over and relinquishing control and the procedure for 'following through'
(2) The candidate demonstrates the correct placement of hands and feet on the controls	(2) The candidate checks that the student's hands and feet are positioned on controls correctly	(2) The candidate role models the correct placement of hands and feet on controls and ensures that the student's hands and feet are correctly positioned on controls at all times
(3) The candidate encourages the student to follow through on the controls appropriately	(3) The candidate often encourages the student to follow through on the controls to inspire confidence	(3) The candidate encourages the student to fly the aircraft at every appropriate opportunity
(4) The candidate provides adequate opportunity for the student to practice manoeuvres	(4) The candidate ensures that the student has frequent opportunities to practice manoeuvres	(4) The candidate ensures that the student is afforded the maximum opportunity to practice manoeuvres without exceeding the student's attention span
(5) The candidate does not override the student's control inputs (other than in the interests of safety)	(5) The candidate relinquishes control to the student, monitoring inputs proficiently and unobtrusively	(5) The candidate relinquishes control to the student fully and appropriately
(6) The candidate periodically checks for correct trimming and friction set by the student	(6) The candidate regularly checks for correct trimming and friction set by student	(6) The candidate recognises correct trimming and friction set by the student

## ASSESSMENT CRITERIA

### **Task: Fault analysis and correction**

#### ***Objective:***

To ensure that the candidate:

- (a) Identifies and diagnoses typical student handling faults; and in a logical sequence,
- (b) Applies corrective action without delay and modifies the student's handling technique to eliminate the fault.
- (c) Provides an adequate constructive critique.

#### ***Action:***

The examiner will:

- (a) Role-play a student of average ability and introduce a typical handling fault.
- (b) Observe the candidate's fault recognition and corrective actions to determine that the candidate's performance meets the objectives.
- (c) Monitor the candidate's level and appropriateness of in-flight critique and determine that the candidate's performance meets the objective.

## Fault Analysis and Correction

**Rating**

**70**

**85**

**100**

**Competent**

**PROFICIENT**

**Ideal**

(1) The candidate identifies and diagnoses a typical student handling fault	(1) The candidate proficiently identifies and diagnoses a typical student handling fault, correcting the underlying cause first	(1) The candidate immediately identifies and accurately diagnoses a typical student handling fault
(2) The candidate applies corrective action with minimal delay	(2) The candidate applies appropriate corrective action with minimal delay	(2) The candidate promptly applies appropriate corrective action
(3) The candidate modifies the student's handling technique to eliminate the fault	(3) The candidate proficiently modifies the student's handling technique to ensure the fault is not repeated	(3) The candidate modifies the student's handling technique to ensure the fault cannot be repeated
(4) The candidate provides an adequate constructive critique during the flight	(4) The candidate frequently provides positive reinforcement and constructive critique during the flight	(4) The candidate provides an appropriate level of positive reinforcement and constructive critique during the flight

## ASSESSMENT CRITERIA

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

#### **Objective:**

To ensure that the candidate:

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

#### **Action:**

The examiner will:

- (a) Role-play a student 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**

**Competent**

**PROFICIENT**

**Ideal**

(1) The candidate debriefs the student within 1 hour of the completion of the flight	(1) The candidate proficiently debriefs the student after a minor delay	(1) The candidate ensures the student is focused and debriefs the student promptly after the flight
(2) The candidate ensures that the debrief is conducted in a private location	(2) The candidate conducts the debrief in the sole presence of the student	(2) The candidate conducts the debrief in a private location and annotates the student's records appropriately
(3) Basic debrief facilities are provided	(3) The candidate ensures that adequate facilities are provided for the debrief	(3) The candidate ensures that all pre-flight facilities are provided for the debrief
(4) The candidate minimises distractions during the debrief	(4) The candidate ensures that the debriefing room is quiet and comfortable	(4) The candidate ensures that the debriefing environment is free from distractions
(5) The candidate provides positive reinforcement and constructive criticism	(5) The candidate frequently provides positive reinforcement and constructive criticism	(5) The candidate provides a high level of positive reinforcement and appropriate constructive criticism

## ASSESSMENT CRITERIA

### **Task: Oral examination**

**Objective:** To ensure that the candidate;

- (a) Is proficient in teaching:
  - (1) Principles of flight.
  - (2) Cross-country navigation techniques.
  - (3) The NZAIP and supplements.
  - (4) Meteorology.
- (b) Demonstrates adequate knowledge of the relevant sections of CAR Part 61 and 91.
- (c) Demonstrates knowledge of Category C flight instructor supervision requirements and the privileges and currency requirements of a Category B flight instructor.
- (d) Demonstrates adequate knowledge of student supervision requirements.

**Action:** The examiner will;

- (a) Orally question the candidate's knowledge of principles of flight, navigation techniques, operational documents and meteorology and determine that the candidate's performance meets the objective.
- (b) Role-play a student of average ability, a PPL or CPL as appropriate to determine the candidate's ability to proficiently teach principles of flight, navigation techniques, the use of operational documents and meteorology.
- (c) Orally question the candidate to determine the candidate's knowledge of the relevant sections of CAR Part 61 and 91.
- (d) Determine that the candidate has adequate knowledge of Category C flight instructor rating supervision requirements and the privileges and currency requirements of a Category B flight instructor.
- (e) Determine that the candidate has adequate knowledge of student supervision requirements.

## Oral Examination

Rating 70 85 100

### Competent

### PROFICIENT

### Ideal

(1) Using hand drawn diagrams the candidate answers questions on principles of flight competently with the minimum of delay	(1) Using accurately hand drawn diagrams and or appropriate teaching aids, the candidate proficiently teaches principles of flight, to CPL level	(1) Using accurately hand drawn diagrams and or appropriate teaching aids, the candidate demonstrates the ability to teach principles of flight, to ATPL level
(2) Using appropriate diagrams the candidate answers questions on cross-country navigational techniques competently	(2) Using appropriate aids the candidate proficiently teaches cross-country navigational techniques	(2) Using appropriate aids the candidate demonstrates an above average ability to teach cross-country navigational techniques
(3) The candidate answers questions on the NZAIP and supplements competently	(3) The candidate proficiently teaches the contents and use of the NZAIP and supplements	(3) The candidate demonstrates an above average ability to teach the contents and use of the NZAIP and supplements
(4) Using diagrams the candidate answers questions on meteorology competently	(4) The candidate proficiently teaches aspects of meteorology (at examiner discretion) to CPL level	(4) The candidate demonstrates the ability to teach aspects of meteorology (at examiner discretion) to ATPL level
(5) By reference to Part 61 and/or 91 the candidate is able to answer legislative questions	(5) The candidate demonstrates a thorough understanding of the contents and use of Part 61 and 91	(5) The candidate demonstrates a thorough working knowledge of the contents of Part 61 and 91
(6) Demonstrates a basic knowledge of privileges, currency and supervision requirements	(6) Demonstrates adequate knowledge of privileges, currency and supervision requirements	(6) Demonstrates a thorough knowledge of privileges, currency and supervision requirements
(7) Demonstrates a basic knowledge of student supervision requirements	(7) Demonstrates adequate knowledge of student supervision requirements	(7) Demonstrates a thorough knowledge of student supervision requirements

## ASSESSMENT CRITERIA

### **Task: Aircraft documents**

#### **Objective:**

To ensure that the candidate:

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

#### **Action:**

The examiner will:

- (a) Orally question and/or require the candidate to explain aircraft documentation to a student of average ability (through role-play) 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 to a student of average ability (through role-play) and determine that the candidate's performance meets the objective.

**Aircraft Documents**

**Rating**

**70**

**85**

**100**

**Competent**

**PROFICIENT**

**Ideal**

<p>(1) The candidate exhibits adequate, knowledge and ability, to teach aircraft documentation to a student of average ability</p>	<p>(1) The candidate exhibits a thorough knowledge of aircraft documentation and proficiently teaches it to CPL level</p>	<p>(1) The candidate exhibits a thorough knowledge of aircraft documentation and demonstrates the ability to teach it to ATPL level</p>
<p>(2) The candidate exhibits adequate, knowledge and ability, to teach aircraft loading</p>	<p>(2) The candidate exhibits a thorough knowledge of aircraft loading and proficiently teaches it to a student of average ability</p>	<p>(2) The candidate exhibits a thorough knowledge of aircraft loading and demonstrates an above average ability to teach it to a student of average ability</p>
<p>(3) The candidate exhibits adequate, knowledge and ability, to teach aircraft performance to a student of average ability</p>	<p>(3) The candidate exhibits a thorough knowledge of aircraft performance and proficiently teaches it to CPL level</p>	<p>(3) The candidate exhibits a thorough knowledge of aircraft performance and demonstrates the ability to teach it to ATPL level</p>

## ASSESSMENT CRITERIA

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

#### ***Objective:***

To ensure that the candidate:

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

#### ***Action:***

The examiner will:

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

## Techniques of Applied Instruction

**Rating**

**70**

**85**

**100**

**Competent**

**PROFICIENT**

**Ideal**

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

## ASSESSMENT CRITERIA

### **Task: Additional instructional privilege: Night**

#### **Objective:**

To determine that the candidate:

- (a) Establishes that the student has the necessary prerequisite training required for night flight instruction.
- (b) Presents the lesson, in a tidy, logical sequence on a whiteboard/blackboard using appropriate training aids.
- (c) Demonstrates adequate knowledge of the topic.
- (d) Demonstrates night flight and the ability to patten and teach night flying.

Note: Category B flight instructors who hold the instructor privilege of Category C flight instruction by night, only need show by logbook assessment, that they have the required experience to meet the Category B flight instructor requirements by night.

#### **Action:**

The examiner will:

- (a) Determine by logbook inspection, that the candidate has the required night flight experience.
- (b) Question the candidate on the prerequisite training and currency requirements for night flight instruction.
- (c) Role-play a student of average ability who has completed the prerequisite training required for night flight instruction.
- (d) Observe the candidate's use of whiteboard/blackboard 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 student of average ability receiving night flight instruction and determine that the candidate's performance meets the objectives.



## ASSESSMENT CRITERIA

### **Task: Additional instructional privilege: Spinning**

#### **Objective:**

To determine that the candidate:

- (a) Establishes that the student has adequate previous flight experience for spinning instruction.
- (b) Presents the lesson, in a tidy, logical sequence on a whiteboard/blackboard using appropriate training aids.
- (c) Demonstrates adequate knowledge of the topic.
- (d) Demonstrates spin entry and recovery and the ability to patten and teach spinning.

#### **Action:**

The examiner will:

- (a) Question the candidate on appropriate flight experience prior to spinning flight instruction.
- (b) Role-play a student of average ability with adequate flight experience.
- (c) Observe the candidate's use of whiteboard/blackboard and training aids to determine that the candidate's presentation meets the objectives.
- (d) Determine (by further questioning if required) that the candidate has adequate knowledge of the topic.
- (e) Role-play a student of average ability receiving spinning instruction and determine that the candidate's performance meets the objectives.



## ASSESSMENT CRITERIA

### **Task: Additional instructional privilege: Aerobatics**

#### **Objective:**

To determine that the candidate:

- (a) Establishes that the student has the desired prerequisite training for aerobatic flight instruction.
- (b) Presents the lesson on one of three possible aerobatic manoeuvres (at examiner discretion), around each of the aircraft's three axis in a tidy, logical sequence on a whiteboard/blackboard using appropriate training aids.
- (c) Demonstrates adequate knowledge of the topic.
- (d) Demonstrates the ability to teach one aerobatic manoeuvre (at examiner discretion).
- (e) Demonstrates the ability to carry out and patter all three manoeuvres (one about each axis).

#### **Action:**

The examiner will:

- (a) Question the candidate on the desirable prerequisite training for aerobatic flight instruction.
- (b) Role-play a student of average ability who has completed the desirable prerequisite training required for aerobatic flight instruction.
- (c) Observe the candidate's use of whiteboard/blackboard, training aids to determine that the candidate's presentation meets the objectives.
- (d) Determine (by further questioning if required) that the candidate has adequate knowledge of the topic.
- (e) Role-play a student of average ability receiving aerobatic instruction and determine that the candidate's performance meets the objectives.



## ASSESSMENT CRITERIA

### **Task: Additional instructional privilege: Multi-Engine**

#### **Objective:**

To determine that the candidate:

- (a) Has a prepared syllabus of training for initial conversion to a multi-engine aircraft.
- (b) Presents one of the lessons from the syllabus (at examiner discretion) in a tidy, logical sequence on a whiteboard/blackboard using appropriate training aids.
- (c) Demonstrates adequate knowledge of the topic.
- (d) Demonstrates the ability to teach multi-engine related manoeuvres.
- (e) Demonstrates the ability to carry out and pattern all multi-engine related manoeuvres.

#### **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 and appropriateness, the candidate's prepared syllabus of initial conversion instruction for a multi-engine aircraft and nominate the lesson to be delivered.
- (c) Role-play a student 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 student of average ability receiving multi-engine flight instruction and determine that the candidate's performance meets the objectives.

### Additional Instructional Privilege: Multi-Engine

**Rating** **70** **85** **100**

<b>Not yet competent</b>	<b>COMPETENT</b>	<b>Ideal</b>
(1) The candidate does not meet the minimum flight experience for issue	(1) The candidate meets the minimum flight experience for issue	(1) The candidate has extensive multi engine operational experience
(2) The candidate does not know what prerequisite flight experience or training is desirable before commencing multi-engine training	(2) The candidate correctly assesses the student's prerequisite flight experience and training	
(3) The candidate does not have a prepared syllabus of training for initial conversion to a multi-engine aircraft	(3) The candidate has an adequate syllabus of training for initial conversion to a multi-engine aircraft	(3) The candidate has a comprehensive syllabus of training for initial conversion to a multi-engine aircraft
(4) The candidate omits critical parts of the briefing	(4) The candidate covers the essential points of the briefing	(4) The candidate presents a thorough briefing using appropriate media
(5) The candidate's knowledge of the topic is inadequate	(5) The candidate demonstrates adequate topic knowledge	(5) The candidate demonstrates thorough topic knowledge
(6) The candidate's skill and/or techniques of multi-engine instruction are frequently inadequate	(6) The candidate exhibits an adequate level of skill and multi-engine instruction without examiner intervention	(6) The candidate exhibits superior skill and teaching ability in multi-engine aircraft

