*Direction Générale de l'Aviation Civile*
*Direction de la Sécurité de l'Aviation Civile*
*Direction Personnels Navigants*
*Pôle examens*

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**RÉPUBLIQUE FRANÇAISE**

## AMC1 FCL.920     Instructor competencies and assessment

(a)    Training should be both theoretical and practical. Practical elements should include the development of specific instructor skills, particularly in the area of teaching and assessing threat and error management and CRM.

(b)    The training and assessment of instructors should be made against the following performance standards:

| Competence | Performance | Knowledge |
|---|---|---|
| Prepare resources | (a) ensures adequate facilities;<br>(b) prepares briefing material;<br>(c) manages available tools. | (a) understand objectives;<br>(b) available tools;<br>(c) competency-based training methods |
| Create a climate conducive to learning | (a) establishes credentials, role models appropriate behaviour;<br>(b) clarifies roles;<br>(c) states objectives;<br>(d) ascertains and supports trainees needs. | (a) barriers to learning;<br>(b) learning styles. |
| Present knowledge | (a) communicates clearly;<br>(b) creates and sustains realism;<br>(c) looks for training opportunities. | teaching methods |
| Integrate TEM or CRM | makes TEM or CRM links with technical training | HF, TEM or CRM |
| Manage time to achieve training objectives | allocates time appropriate to achieving competency objective | syllabus time allocation |
| Facilitate learning | (a) encourages trainee participation;<br>(b) shows motivating, patient, confident and assertive manner;<br>(c) conducts one-to-one coaching;<br>(d) encourages mutual support. | (a) facilitation;<br>(b) how to give constructive feedback;<br>(c) how to encourage trainees to ask questions and seek advice. |
| Assesses trainee performance | (a) assesses and encourages trainee self-assessment of performance against competency standards;<br>(b) makes assessment decision and provide clear feedback;<br>(c) observes CRM behaviour. | (a) observation techniques;<br>(b) methods for recording observations. |
| Monitor and review progress | (a) compares individual outcomes to defined objectives;<br>(b) identifies individual differences in learning rates;<br>(c) applies appropriate corrective action. | (a) learning styles;<br>(b) strategies for training adaptation to meet individual needs. |
| Evaluate training sessions | (a) elicits feedback from trainees;<br>(b) tracks training session processes against competence criteria;<br>(c) keeps appropriate records. | (a) competency unit and associated elements;<br>(b) performance criteria. |
| Report outcome | reports accurately using only observed actions and events | (a) phase training objectives;<br>(b) individual versus systemic weaknesses |

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