

Instructor Standardisation Guidelines

1. Purpose

This document establishes a structured framework for standardising instructor competencies and practices. Its primary aim is to ensure consistency in flight instruction and assessment, support compliance with EASA and ICAO regulatory standards, and enhance both instructional quality and overall safety. By promoting a unified instructional approach across all instructors, regardless of their background or experience, the framework fosters a coherent and professional training environment. These guidelines are aligned with the principles of Competency-Based Training and Assessment (CBTA) as endorsed by both ICAO and EASA.

2. Scope

These guidelines apply to:

- All Flight and Ground Instructors providing training under EASA Part-FCL.
- Training delivered by Approved Training Organisations (ATOs) or Declared Training Organisations (DTOs) under the oversight of TMCAD.

Applicable training environments include:

- Classroom-based theory instruction
- Flight Simulation Training Devices (FSTD)
- In-aircraft flight instruction

3. Reference Documents

- **ICAO Annex 1** – Personnel Licensing
- **ICAO Doc 9868** – Procedures for Air Navigation Services – Training (PANS-TRG)
- **ICAO Doc 9841** – Manual on the Approval of Flight Crew Training Organisations
- **EASA Part-FCL** – Annex I to Commission Regulation (EU) No 1178/2011
 - *Referencing Subpart J (instructors), and specifically FCL.920 competencies*
 - *The Subpart(s) appropriate to the course(s) delivered and their syllabi*
- **EASA AMC/GM to Part-FCL** – Acceptable Means of Compliance and Guidance Material
 - *In particular, the table of instructor competencies at AMC1 to FCL.920,*
 - *AMC3 to FCL.935, which lists assessment criteria expected of instructors*
- **Training Organisation's Approved Training Manual (TM)**
- **EHEST Leaflet HE 8 - Principles of Threat and Error Management ***
**EHEST is aimed at helicopter pilots and helicopter training organisations however concepts can be applied in general*

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4. Instructor Standardisation Meetings

Regular meetings ensure ongoing alignment, feedback and quality assurance.

4.1 Frequency

Standardisation sessions are to be conducted as a minimum annually to ensure consistency and quality. Where operationally feasible, semi-annual sessions should be considered in order to provide more frequent alignment and oversight.

4.2 Agenda Template

The following agenda items for Standardisation meetings should be considered:

- **Regulatory Updates** (EASA/ICAO/TMCAD changes)
- **Industry and OEM Updates** (changes to OSD, Safety Notices, Airworthiness Directives)
- **Safety and Incident Review**
- **Examiner Feedback** (debrief and discuss common errors, failed items and trends)
- **Instructor Performance Trends**
- **Case Study Analysis** (e.g., student performance outliers)
- **Assessment and Grading Systems**
- **Instructional Skills Refresh** (e.g., human factors, CRM)
- **Open Forum** – Feedback, suggestions, top risks and improvement ideas
- **TMCAD** – Reports issued by TMCAD from time to time

Minutes are to be recorded, distributed, and archived for compliance oversight.

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5. Instructional Standardisation Practices

To ensure consistent delivery across all instructors, the following practices are mandatory:

5.1 Delivery of Training Consistency

- Instructors must use **ATO/DTO-approved training materials**, including lesson plans and visual aids.
- All exercises must follow **prescribed progression** and be adaptable based on student performance and weather/airspace conditions.

5.2 Briefing and Debriefing

- Pre-flight briefings should follow a consistent format, and as stipulated in training manual and procedures of the training organisation:

Guidelines:

Objective → Plan of Action → Roles → Threats & Errors → Questions

- Post-flight debriefings should be and as stipulated in training manual and procedures of the training organisation and include:

Guidelines:

Self-assessment → Instructor observations → Strengths → Areas to Improve → Next Steps

6. Assessment and Grading Standardisation

In order to uphold fairness and transparency, the organisation's assessment and grading system shall be regularly reviewed and aligned during standardisation sessions. This is a main element during standardisation meetings. Reference is to be made to PEL Notice 66, 68, 81 and/or 88 – Assessment System. Whilst these notices are applicable to examiners, the same principles would also be relevant for instructors.

6.1 Evaluation Tools

Instructors must use standardised **Student Progress Report** forms as established by the organisation and as per approved manuals.

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7. Continuous Improvement and Oversight

To support high standards and regulatory compliance, organisations should maintain a robust oversight program on training as well as adopt a continuous improvement approach.

7.1 Continuous Oversight

- Annual **audits** including the below should be conducted by the Compliance Department:
 - Flight observation
 - Ground Training observation
 - Record and Documents review
 - Student feedback evaluation

7.2 Recommendation

- At least **one formal peer observation** per instructor per year, assessed by the CFI or CTKI (or nominated deputy) as appropriate to the training being observed.
- The instructor under observation should be assessed against the FCL.920 competencies, a requirement under FCL.935, and provided with feedback on their delivery and demonstration of these competencies.
 - Prepare Resources
 - Create a Climate Conducive to Learning
 - Present Knowledge
 - Integrate TEM and CRM
 - Manage Time to Achieve Training Objectives
 - Facilitate Learning
 - Assess Trainee Performance
 - Monitor and Review Progress
 - Evaluate Training Sessions
 - Report Outcome

It is important that instructors maintain these skills, standards and competencies during their day-to-day conduct. Records of the observations should be documented by the organisation as part of the instructor's record of training.

An example of Instructor Competency Framework has been compiled for ease of reference as referred in Appendix 1.

- Instructor **development plans** are to be established based on findings observed throughout.

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- The organisation should also consider using the following behaviour markers prescribed in AMC3 to FCL.935 when assessing the brief, lesson or flight (where appropriate). This document provides guidance and practical examples as per Appendix 1.

Reference is also to be made to PEL Notice 66, 68, 81 and/or 88 wherein competencies and their behavioural indicators are addressed.

7.3 Student Performance Monitoring

- Monitoring for inconsistent pass/fail patterns or high drop-out rates tied to specific instructors is to be monitored. Trends identified need to be individually addressed.
- Corrective actions: retraining, mentoring, or re-standardisation of instructors is part of instructors development.

7.4 Continuous Development

Instructors are encouraged to engage in Continuing Professional Development (CPD), and Training Organisations are expected to actively promote such initiatives, including training opportunities such as:

- Refresher courses
- Human factors and CRM updates (refer to PEL Notice 66 and PEL Notice 68 Appendix 3)
- Attendance to aviation safety seminars

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Appendix 1

Instructor Competency Framework

All Instructors should be able to demonstrate and maintain the following competencies:

Table A: Pre-flight Briefing/ Theoretical Knowledge Observation Criteria (AMC3 to FCL.935)

| Assessment Criteria | Behaviour Marker Examples |
|---------------------------------|--|
| Visual Presentation and Content | Appropriate use of colour Clear board work – suitable writing size, appropriate drawings Sensible board layout appropriate to the exercise or subject 'Must-knows' (essential information) clearly displayed |
| Technical Accuracy | Technically accurate Factually correct, up to date information Standardised in line with approved course and AMC compliant Consistently follows SOPs, checklists, and EASA protocols (e.g.weight, altitude, maximum speeds etc.) - Conducts thorough pre-departure preparations, including briefings and checklist procedures. Assesses performance using pre-set criteria without influence from personal bias or emotion - Writes clear notes on why standards weren't met. Here, all instructors need to be standardised on the assessment and grading system of the organisation. Reflects on potential personal bias (e.g., student personality, background) and adjusts accordingly - Avoids inflated grades to avoid student discomfort. Refer to the applicable Examiner PEL Notices. |
| Clarity of Explanation | Exercise or subject taught in a logical order Utilisation of enabling objectives (providing a base knowledge) Developmental teaching techniques using 'known to unknown' method |
| Clarity of Speech | Clear voice and varied tone, using correct phraseology Uses standard ICAO phraseology and ensures clear understanding - Rephrases technical explanations based on student comprehension. |
| Instructional Technique | Good habits such as 'chalk and talk', eye contact, gesticulation Facilitation used to enable students to take ownership of their learning Develops lesson plans that match syllabus objectives, student needs, and previous performance - Adjusts briefing content when a student struggles with a specific area. Leads by example, showing sound, safety-oriented decisions - Cancels a flight due to marginal weather to demonstrate safety-first culture Provides timely, focused, and constructive feedback - Uses the "what went well, even better if" feedback method. |
| Use of Models and Aids | Where appropriate, used to enhance delivery, oriented correctly Uses appropriate methods (visual aids, Q&A) to engage all learners. - Uses iPad-based apps to visually explain concepts. |
| Student Participation | Appropriate use of open questions, reiterating student answers with 100% correct phraseology and giving praise where appropriate Maintains a balance between authority and approachability. Encourages active learning - Establishes psychological safety and encourages students to ask questions. |

Table B: Airborne Observation Criteria (AMC3 to FCL.935)

| Assessment Criteria | Behaviour Marker Examples |
|---------------------------------|---|
| Arrangement of Demonstration | Logical sequencing of air exercise components AMC compliant, where applicable, with all air exercise points covered Procedural compliance, consistently follows SOPs, checklists, and EASA protocols (e.g.weight, altitude, maximum speeds etc.) |
| Synchronisation of Speech/Demo | Speech is synchronised with demonstrations and aircraft effects 'Patter' is clear, concise and unambiguous |
| Correction of Faults | Student errors are identified, prioritised and corrective action given |
| Aircraft Handling | Accurate demonstration meeting appropriate test standard parameters. Demonstrates precise aircraft control in all weather and operational scenarios - Demonstrates appropriate procedures and decision-making during simulated in-flight emergency situations |
| General Airmanship and Safety | Appropriate airmanship points are demonstrated and taught Student's airmanship is assessed and corrected if necessary Displays a high level of airmanship and threat and error management Situational awareness, Anticipates and monitors external/internal threats (e.g., weather, airspace, distractions) - Monitors student performance and adapts training pace as needed. |
| Positioning and use of Airspace | Appropriate use of altitude and position relative to the flight exercise Well thought out locations to maximise learning and minimise dead legs |
| Student Participation | Includes student in all phases of the flight exercise Monitors performance and encourages student practice / improvement Gives praise where appropriate |