MAXFLI AVIATION

TRI Course Part 2 FFS

Full Flight Simulator Phase

MaxFli Aviation · London · available worldwide

Aligned to UK Part-FCL instructor competencies and UK CAA Standards Documents 24(A), 29 and 43

September 2026

Disclaimer. Working training materials for approved ATO and instructor development. This course does not issue TRI privileges or replace current official publications and approved training documentation.

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MaxFli Aviation - TRI Course

Standalone practical course for developing Type Rating Instructor competence in a full flight simulator.

This package contains an original MaxFli syllabus derived from the regulatory themes and practical sequence visible in the supplied reference material. It does not reproduce the source operator manual and it does not confer instructor privileges.

Course package

- Course overview - scope, entry gates, outcomes, hours and completion standard
- Instructor method and simulator discipline - simulator instructional method, safety and session control
- Briefing, simulator delivery and debriefing - teachable structures for every detail
- Phase 1 - Foundation - TRI FFS Details 1 to 3
- Phase 2 - Development - TRI FFS Details 4 to 7
- Phase 3 - Consolidation - TRI FFS Details 8 to 10
- Assessment, standardisation and records - formative assessment, final observed detail and records
- Simulator detail planning form - start of the editable planning, observation and assessment worksheets

Regulatory position

The course supports the practical flight-instruction element associated with UK Part-FCL TRI development for multi-pilot aeroplanes. The approved ATO remains responsible for course approval, candidate eligibility, credits, type-specific exercises, instructor qualifications, FSTD approval, records and the formal Assessment of Competence.

Use the current UK CAA regulatory library, Standards Documents 24(A), 29 and 43, the applicable ATO manuals, aircraft FCOM/FCTM/QRH and operator procedures when tailoring this syllabus.

Design assumptions

- Multi-pilot aeroplane TRI candidate
- FFS-only instructional development unless the approved course states otherwise
- Two TRI candidates normally attend each course. They alternate between the IOS instructor role and the TRI observer role
- Two separate operating pilots occupy the flight-deck seats throughout each simulator detail
- Every simulator detail is four hours long, with a short changeover after two hours
- Each TRI candidate receives two hours at the IOS and two hours observing during every detail
- Ten details provide 20 hours of IOS instructional practice and 20 hours of peer observation per candidate
- Briefing, debriefing and preparation sit outside the four-hour simulator detail unless the ATO specifies otherwise
- Existing instructor qualifications may attract lawful credit only when the ATO confirms it

British English. September 2026.

Course overview

1. Purpose

The MaxFli TRI Course develops the practical skills needed to teach from the instructor operating station (IOS) in a full flight simulator. The TRI candidate remains in the instructor seat behind two operating pilots. The course turns an experienced type-rated pilot into an instructor who can plan, brief, demonstrate, observe, intervene, facilitate, assess and debrief without compromising safety or training value.

This is a separate practical course. It assumes the candidate has completed, received credit for, or is completing the required teaching-and-learning and technical-theory elements through an approved ATO.

2. Approval and privileges

Only an approved ATO may use this syllabus as part of a course leading to a UK Part-FCL TRI certificate. Completion of the MaxFli course book alone does not:

- issue or vary a TRI certificate;
- remove restricted privileges;
- qualify the holder to instruct in an aircraft or on LIFUS;
- replace a TRI Assessment of Competence;
- authorise EBT instruction without the operator's EBT instructor qualification and standardisation.

The Head of Training must confirm the final approved programme, credits and instructor qualification before training begins.

3. Entry gates

The ATO verifies and records:

Gate	Evidence
Licence and medical	Valid licence, rating, instrument privileges and medical as required
Type competence	Current or restored type knowledge and handling competence appropriate to the exercises
Experience	Compliance with FCL.915.TRI and any national or ATO experience minima
Knowledge preparation	Relevant FCOM, FCTM, QRH, SOP, training manual and simulator operator manual
Teaching and learning	Completion or lawful credit for the applicable instructor teaching-and-learning element
Technical training	Completion or planned integration of the applicable technical-instruction element
Security and safety	Simulator access, emergency procedures, occupational safety and confidentiality

4. Course outcomes

By completion, the TRI candidate can:

1. Prepare an instructional detail from approved objectives and standards.
2. Deliver concise classroom and flight-deck briefings suited to trainee experience.

3. Operate or direct the instructor operating station safely and efficiently.
4. Demonstrate a manoeuvre at an instructional pace while preserving correct SOP and flight path control.
5. Observe both technical and non-technical performance using objective evidence.
6. Select a proportionate intervention, including when to take control, freeze or reposition.
7. Adapt training in response to progress without losing mandatory objectives.
8. Facilitate trainee reflection and provide clear corrective instruction.
9. Debrief performance against a stated standard and record an actionable training plan.
10. Conduct a complete observed simulator detail to the standard required for course completion.

5. Course architecture

| Phase | Details | FFS time | IOS time per candidate | Main purpose | |---|---:|---:|---| | Phase 1 - Foundation | 1-3 | 12 hours | 6 hours | Basic instruction, demonstration, normal operations and simulator control | | Phase 2 - Development | 4-7 | 16 hours | 8 hours | Abnormal handling, intervention, assessment, EBT phases and facilitation | | Phase 3 - Consolidation | 8-10 | 12 hours | 6 hours | Integrated scenarios, candidate-led design and final observed detail | | **Total** | **10** | **40 hours** | **20 hours per candidate** | Practical flight instruction for an ab-initio multi-pilot TRI course |

Each simulator detail is four hours long. Candidate A instructs from the IOS for the first two-hour block while Candidate B observes the instructor. After a short changeover, Candidate B instructs for the second two-hour block while Candidate A observes. Two designated operating pilots remain in the flight-deck seats and fly the exercises. The ATO records two hours of IOS instructional practice and two hours of peer observation for each candidate in every detail.

Standard four-hour simulator detail

Elapsed time	Activity	TRI candidate roles
00:00-02:00	Instructional block A	Candidate A at IOS; Candidate B observing
02:00	Short changeover at the midpoint	Pause/freeze as appropriate; candidates exchange IOS and observer roles
02:00-04:00	Instructional block B	Candidate B at IOS; Candidate A observing; changeover time forms part of this block

The four-hour detail includes the short midpoint changeover. The tutor keeps the changeover efficient and records the two-hour block allocated to each candidate.

6. Recommended delivery pattern

Activity	Typical allocation
Course induction and simulator standardisation	2 hours
Detail preparation workshops	4 hours
Briefing practice	5 hours
IOS instructor practice	20 hours per candidate
Peer observation	20 hours per candidate
Debriefing and records	5 hours
Final review and completion decision	1.5 hours

The practical course contains ten four-hour simulator details, normally scheduled as ten device periods. For two candidates this provides 40 course FFS hours in total. Device booking patterns may spread the programme across five to ten days, but fatigue, preparation and debrief quality must remain acceptable.

7. Roles

Course tutor

The tutor protects safety, controls the device when required, models the instructional standard, gives feedback and decides whether the candidate has met the course outcomes. The tutor must hold the privileges and ATO authorisation required to conduct the training.

TRI candidate at the IOS

The candidate prepares the allocated block, delivers the brief, occupies the instructor seat at the IOS behind the operating pilots, manages the simulator session, observes performance, intervenes appropriately, conducts the debrief and completes the training record. The TRI candidate does not occupy either operating pilot seat during a course detail.

Operating pilots

Two operating pilots occupy the flight-deck seats and fly in accordance with the tutor's script. They may be qualified role players, line pilots or other persons accepted under the ATO course approval. Deliberate errors must remain plausible and safe. The operating pilots do not manufacture chaos or conceal the learning objective from the tutor.

Observer candidate

The second TRI candidate observes from the designated observer position. The observer records evidence about the candidate at the IOS, not the operating pilots' technical performance. The observer does not coach or operate the IOS unless the tutor directs it and contributes during the tutor-led instructor debrief.

8. Standard for completion

The candidate must demonstrate consistent competence across planning, briefing, technical accuracy, simulator management, observation, intervention, teaching, facilitation, debriefing and records. A single strong final detail cannot erase persistent unsafe or ineffective practice.

The tutor records one of three outcomes:

- **Course standard met** - all critical areas satisfactory and no unresolved safety concern.
- **Further training required** - development remains achievable with defined additional training.
- **Course discontinued** - safety, integrity or competence concerns make continuation inappropriate under the approved course policy.

Instructor method and simulator discipline

1. The instructional cycle

Every detail follows the same cycle:

1. Identify the approved objective and standard.
2. Diagnose trainee readiness and likely barriers.
3. Select the teaching method and simulator set-up.
4. Brief the task, roles and intervention policy.
5. Observe performance and gather evidence.
6. Intervene only as much as learning or safety requires.
7. Give practice with a clear opportunity to improve.
8. Debrief against the standard.
9. Record progress and the next training need.

2. Demonstration and practice from the IOS

A useful demonstration is short, accurate and visible to the learner. The TRI candidate instructs from the IOS and uses the two operating pilots to demonstrate or model the exercise when required. Before starting, state what the trainees should watch. During the manoeuvre, speak only when commentary helps them notice a cue, decision or control strategy. Afterwards, summarise the model and return promptly to trainee practice.

The normal practice loop is:

- explain the goal and key cues;
- demonstrate when a model is needed;
- let the trainee practise;
- give specific feedback;
- repeat with less instructor support;
- confirm transfer through a changed condition or new starting point.

3. Intervention ladder

Use the least intrusive intervention that protects the objective and safety margin:

Level	Technique	Typical use
1	Silence and observation	The trainee is safe and productive struggle may create learning
2	Prompt attention	A short cue such as "energy" or "FMA" redirects attention
3	Question	Time allows the trainee to diagnose and decide
4	Direct instruction	The trainee needs an immediate, unambiguous action
5	Pause or freeze	A fast-moving event needs explanation or negative training must stop
6	Take control	Safety margin, device integrity or loss of control demands direct action

After any significant intervention, restore role clarity, explain the reason at an appropriate time, and decide whether the trainee should repeat the exercise.

4. Operating-pilot control transfer

Control transfer must be explicit, acknowledged and visually confirmed. The instructor avoids simultaneous input, hidden assistance and ambiguous statements. Where the type or operator defines exact phraseology, use it.

The TRI candidates do not exchange flight-deck seats. At the midpoint of each detail, stabilise or freeze the simulator as appropriate, then exchange the IOS instructor and observer roles. Confirm who controls the IOS, who observes, and which candidate owns the next training record before resuming.

The two operating pilots use standard control-transfer phraseology whenever PF duties change. The candidate at the IOS monitors the transfer and corrects any ambiguity.

5. Instructor operating station

Before motion or aircraft movement, the candidate at the IOS confirms:

- emergency stop, motion-off and evacuation arrangements;
- communications with simulator staff;
- initial position, mass, fuel, weather, runway and navigation database;
- serviceability and known defects;
- failure triggers, removal actions and repositions;
- time acceleration or slew limitations;
- plot, replay and recording functions;
- planned freeze points and recovery gates.

The IOS plan supports the lesson. It does not become an entertainment schedule or a sequence of surprise failures.

6. Safety management

The tutor retains overall responsibility for the training environment. The candidate must recognise and act on:

- loss of aircraft control or unsafe flight path;
- inappropriate configuration, energy state or terrain clearance;
- incorrect failure insertion or malfunction combination;
- motion sickness, distress or incapacitation;
- fire alarm, electrical issue or simulator evacuation instruction;
- role-player behaviour that exceeds the agreed script;
- time pressure that encourages unsafe shortcuts.

Safety intervention takes priority over preserving scenario realism.

7. Objective observation

Record what the trainee did, the context, and the effect. Avoid personality labels and hindsight claims.

Weak note: "Poor situational awareness."

Usable note: "During the single-engine approach, the crew continued configuring while the speed trend remained below target. Neither pilot verbalised the reducing margin until the instructor prompted at 900 ft."

Link evidence to the applicable competency or technical standard only after recording the observed behaviour.

8. Technical and non-technical integration

The TRI teaches and assesses CRM and threat-and-error management in the operational context. Discussion should connect observable crew behaviour to the technical outcome. A label such as "communication" is not enough. The candidate should identify who shared what information, when it occurred, whether it changed the crew's model and what outcome followed.

9. Adaptation without syllabus drift

The candidate may vary support, repetition, starting conditions and scenario pressure while preserving approved objectives. Mandatory items cannot disappear because an interesting teaching point consumed the session.

When time becomes constrained:

1. Protect safety-critical and mandatory objectives.
2. Stop low-value repetition.
3. Record incomplete items honestly.
4. Define the next training action.

10. Common instructor traps

Trap	Better practice
Continuous commentary	Allow the trainee to fly, then teach at selected points
Demonstrating at line speed	Slow the explanation and expose the important cues
Fixing every error immediately	Allow safe errors to develop enough to support diagnosis
Focusing only on PF	Give the PM explicit objectives and equal observation
Using freeze whenever uncertain	Plan decision gates and recovery paths before the detail
Turning the debrief into a lecture	Begin with trainee recall and analysis, then add instruction
Changing the standard to reward effort	Recognise effort while judging against the published standard

Briefing, simulator delivery and debriefing

1. Course brief

At course start, cover:

- aims, programme and completion standard;
- candidate responsibilities and preparation expectations;
- simulator safety, access and confidentiality;
- roles, the two-hour IOS changeover and observation duties;
- use of approved manuals and training records;
- feedback culture and professional conduct;
- handling of disagreement or a safety concern;
- distinction between course completion and the formal TRI Assessment of Competence.

2. Detail brief

Use a two-layer brief.

Main brief

The main brief provides the knowledge and mental model needed for the lesson. It may occur before the simulator booking. It should include:

- trainee experience and previous progress;
- lesson objective and measurable standard;
- relevant systems, procedures and techniques;
- common errors and recovery strategy;
- threats, environmental conditions and operational context;
- demonstration plan and practice sequence;
- technical and CRM/TEM focus;
- assessment or training status of each item.

Flight-deck brief

The flight-deck brief is concise. Confirm:

- start state and role allocation;
- PF/PM changes and the planned two-hour TRI candidate changeover at the IOS;
- use of normal SOP and checklists;
- control-transfer and intervention expectations;
- safety and simulator emergency actions;
- any operational information the crew would reasonably possess;
- the immediate first exercise.

Do not expose a surprise event where surprise forms part of the approved learning design. Never hide information the crew would possess in real operation.

3. Simulator delivery

From the instructor seat behind the two operating pilots, the candidate should continuously manage four pictures:

1. Aircraft state and flight path.
2. Crew performance and workload.
3. Learning objective and standard.
4. Simulator status, remaining time and recovery options.

Evaluation segments

During a formal evaluation segment, the candidate observes and gathers evidence. Coaching remains minimal unless safety, validity or an agreed rule requires intervention. The candidate separates what the crew demonstrated unaided from what they achieved after prompting.

Manoeuvres training

During manoeuvres training, the candidate acts as an active trainer. Demonstration, freeze, reposition and repeated practice may be used to build a specific skill. The lesson should progress from supported performance towards independent performance.

Scenario-based training

During scenario-based training, the candidate uses a realistic operational sequence to develop selected competencies. The scenario remains a vehicle for learning, not a test of whether the crew can guess the instructor's plan. The candidate may pause or intervene when development requires it, then restore realistic flow.

4. Interim feedback

Give interim feedback when it improves the next attempt. A useful intervention contains:

- the observed behaviour;
- why it mattered;
- the required standard or cue;
- one practical change for the next attempt.

Keep it short enough to preserve simulator time.

5. Debrief structure

Use the **RECAP** structure:

Step	Purpose
R - Recall	Trainee reconstructs the event and intended plan
E - Evidence	Instructor and trainee identify specific observable behaviour
C - Cause	Explore technical knowledge, skill, workload, communication or decision factors

Step	Purpose
A - Alternative	Agree what effective performance would look like and how to achieve it
P - Plan	Record strengths, remaining need and the next practice action

The instructor corrects factual error and makes the standard explicit. Facilitation does not require accepting an incorrect conclusion.

6. Feedback quality

Effective feedback is:

- specific enough that the trainee recognises the event;
- balanced across strengths and development needs;
- connected to the published standard;
- proportionate to the importance of the issue;
- directed at behaviour and decisions rather than personality;
- concluded with a practical next step.

7. Training record

The record must allow another instructor to continue the course safely. Include:

- exercises completed and conditions used;
- level of support or intervention;
- specific strengths;
- evidence for each material development need;
- repeat or remediation required;
- mandatory items not completed;
- candidate instructor performance where this is a TRI course record;
- tutor name, date, device and signature or approved electronic equivalent.

Phase 1 - Foundation

Phase 1 establishes the basic instructional cycle. The tutor demonstrates the standard and progressively transfers responsibility to the candidate.

TRI FFS Detail 1 - Normal take-off and landing instruction

Simulator detail: 4 hours, with candidate changeover after 2 hours
Per candidate: 2 hours instructing from the IOS and 2 hours observing
Candidate role: Teach from the IOS behind two operating pilots, with tutor support
Training status: Formative

Objectives

- Conduct a safe IOS set-up and role brief.
- Teach a normal take-off, manual handling segment, approach and landing.
- Use demonstration and trainee practice without over-controlling the session.
- Conduct a short evidence-based debrief.

Suggested exercises

- cockpit and seat familiarisation;
- normal take-off including a crosswind where suitable;
- visual circuit or radar vectors;
- normal landing including a crosswind where suitable;
- rejected take-off demonstration at low speed if time and approval allow.

Instructor development points

- instructional pace and commentary;
- clear control transfer;
- protection of SOP and checklist discipline;
- observing PM as well as PF;
- distinguishing a demonstration from a performance test.

Completion evidence

The candidate delivers at least one demonstration and one trainee practice cycle, intervenes proportionately and records one strength plus one specific development point.

TRI FFS Detail 2 - Automation, approach and rejected landing

Simulator detail: 4 hours, with candidate changeover after 2 hours
Per candidate: 2 hours instructing from the IOS and 2 hours observing
Candidate role: Teach from the IOS behind two operating pilots
Training status: Formative

Objectives

- Manage the IOS or direct an IOS operator.
- Teach mode awareness, approach preparation and go-around decision making.
- Handle a rejected landing or go-around without confusing training and checking.
- Use an interim pause when it adds learning value.

Suggested exercises

- FMS route or approach modification;
- managed and selected automation changes;
- approach from an off-path or high-energy starting condition;
- rejected landing or go-around;
- windshear recognition or response discussion, with an exercise if approved.

Instructor development points

- flight-mode annunciation cues;
- concise prompts during high workload;
- freeze and reposition discipline;
- difference between prompting attention and supplying the answer;
- debriefing automation management through evidence.

Completion evidence

The candidate creates a coherent starting condition, inserts and removes planned events correctly, and preserves enough independent trainee performance for meaningful feedback.

TRI FFS Detail 3 - Non-normal procedure and engine-out handling

Simulator detail: 4 hours, with candidate changeover after 2 hours
Per candidate: 2 hours instructing from the IOS and 2 hours observing
Candidate role: Teach from the IOS behind two operating pilots
Training status: Formative

Objectives

- Teach a non-normal procedure using the approved philosophy and checklist.
- Demonstrate or teach asymmetric handling at an appropriate stage of flight.
- Manage workload and prevent negative training.
- Link technical execution with CRM/TEM performance.

Suggested exercises

- engine failure after take-off at a safe and approved point;
- engine-out flight path, acceleration and clean-up;
- engine-out approach or go-around;
- rejected take-off at an approved speed;
- one type-relevant non-normal that supports checklist and workload teaching.

Instructor development points

- failure timing and simulator confirmation;
- recognition before instruction;
- memory actions versus checklist actions;
- intervention during deteriorating flight path;
- evidence about leadership, communication and workload distribution.

Completion evidence

The candidate manages the failure safely, allows the crew to diagnose where appropriate, intervenes before the safety margin becomes unacceptable and debriefs root cause rather than listing symptoms.

Phase 1 review

Before Phase 2, the tutor confirms that each candidate can safely manage the IOS, the midpoint changeover, operating-pilot control transfer, demonstrations and short debriefing. Any safety-critical weakness receives further training before abnormal or scenario-led details.

Phase 2 - Development

Phase 2 increases technical and instructional complexity. The candidate must diagnose performance, adapt teaching and distinguish evaluation from training.

TRI FFS Detail 4 - Upset prevention, recovery and rejected take-off

Simulator detail: 4 hours, with candidate changeover after 2 hours
Per candidate: 2 hours instructing from the IOS and 2 hours observing
Training status: Formative

Objectives

- Teach type-relevant upset prevention and recovery within the approved programme.
- Manage start conditions, pause points and recovery without creating false cues.
- Teach a high-speed rejected take-off or another fast decision exercise approved for the type.
- Separate technique, procedure and decision-making feedback.

Instructor development points

- realistic entry conditions and startle management;
- monitoring aircraft energy and structural margins;
- avoiding excessive coaching during the recognition phase;
- timely safety intervention;
- restoring the simulator efficiently for repeat practice.

Completion evidence

The candidate explains the recognition cues, protects the manoeuvre envelope, and gives the trainee a second attempt with reduced support.

TRI FFS Detail 5 - Evaluation and manoeuvres training

Simulator detail: 4 hours, with candidate changeover after 2 hours
Per candidate: 2 hours instructing from the IOS and 2 hours observing
Training status: Formative with graded observation

Objectives

- Run an evaluation segment without coaching creep.
- Record objective technical and competency evidence.
- Select one training need from the evidence.
- transition into active manoeuvres training and verify improvement.

Suggested structure

1. Ten to fifteen minutes of line-oriented evaluation with one moderate event.
2. Short pause to identify evidence and select a priority.
3. Twenty to thirty minutes of focused manoeuvres training.
4. A changed-condition repeat to test transfer.

Instructor development points

- preserving validity of unaided performance;
- behaviour-to-outcome notes;
- recognising good performance;
- choosing a trainable root cause;
- stating clearly when the session changes from evaluation to training.

Completion evidence

The record distinguishes unaided performance, instructor-supported performance and final independent performance.

TRI FFS Detail 6 - Scenario-based training and facilitation

Simulator detail: 4 hours, with candidate changeover after 2 hours
Per candidate: 2 hours instructing from the IOS and 2 hours observing
Training status: Formative with graded observation

Objectives

- Deliver a short line-oriented scenario built around two or three competencies.
- Use operationally credible threats rather than stacked failures.
- Facilitate decision making while protecting safety and mandatory objectives.
- Adapt scenario pressure to the crew's performance.

Suggested scenario ingredients

- weather deterioration or runway change;
- operational pressure that remains realistic;
- a technical event with more than one safe response path;
- a decision gate where crew planning and communication become observable.

Instructor development points

- scenario pacing and information timing;
- role-player discipline;
- productive silence;
- reducing or increasing pressure without making the manipulation obvious;
- debriefing the crew's threat-and-error management narrative.

Completion evidence

The candidate can explain why each event existed, what competency it made observable, and how the live adaptation served learning.

TRI FFS Detail 7 - Progress review and tailored training

Simulator detail: 4 hours, with candidate changeover after 2 hours
Per candidate: 2 hours instructing from the IOS and 2 hours observing
Training status: Formative progress gate

Objectives

- Review earlier records and identify an individual training need.
- Prepare a tailored detail with a clear success criterion.
- teach the need through deliberate practice rather than repeating a whole session.
- judge whether the improvement transfers to a changed context.

Suggested needs

- manual flight path control;
- automation mode awareness;
- unstable approach recognition and decision;
- workload distribution during non-normal operations;
- communication or leadership at a decision gate;
- checklist strategy and system-management discipline.

Completion evidence

The candidate's plan cites prior evidence, uses an appropriate teaching method and ends with a justified progress statement.

Phase 2 review

The tutor conducts a structured progress review. The candidate receives specific objectives for Phase 3. Where the candidate cannot yet control a complex detail safely, the tutor adds remedial training before the final phase.

Phase 3 - Consolidation

Phase 3 tests the candidate's ability to plan and conduct integrated training with less tutor intervention.

TRI FFS Detail 8 - Integrated technical scenario

Simulator detail: 4 hours, with candidate changeover after 2 hours
Per candidate: 2 hours instructing from the IOS and 2 hours observing
Training status: Formative, near assessment standard

Objectives

- Plan and deliver an integrated scenario involving a technical event and operational decision.
- Maintain simulator, aircraft and learner situation awareness.
- Observe both pilots and manage role-player input.
- Produce a concise training record suitable for handover.

Scenario examples

- smoke, fumes or unreliable indication followed by diversion planning;
- fuel imbalance, leak indication or other type-relevant fuel problem;
- adverse weather combined with a manageable system defect;
- hydraulic, flight-control or braking problem requiring landing-performance consideration.

The approved type syllabus determines the actual event. Avoid combinations prohibited by the aircraft or simulator documentation.

Completion evidence

The candidate runs the detail within time, intervenes only when justified, and identifies the main technical and crew-performance themes without losing the lesson objective.

TRI FFS Detail 9 - Candidate-designed training detail

Simulator detail: 4 hours, with candidate changeover after 2 hours
Per candidate: 2 hours instructing from the IOS and 2 hours observing
Training status: Formative, candidate-led

Objectives

- Design a detail from a tutor-issued trainee report or development need.
- Prepare a lesson plan, simulator script and briefing.
- Deliver training to the stated standard.
- Complete a self-evaluation after tutor feedback.

Required candidate submission

- trainee profile and prior evidence;
- objective and measurable standard;
- exercise sequence and time plan;
- simulator set-up and event triggers;
- intervention and recovery gates;
- expected errors and teaching response;
- debrief questions;
- record of actual outcome.

Completion evidence

The plan is technically correct, proportionate to the need, deliverable in the available time and adaptable when performance differs from expectation.

TRI FFS Detail 10 - Final observed instructional detail

Simulator detail: 4 hours, with candidate changeover after 2 hours
Per candidate: 2 hours instructing from the IOS and 2 hours observing
Training status: Summative course completion observation

Objectives

- Conduct a complete allocated detail with minimal tutor assistance.
- Demonstrate safe, accurate and effective instruction.
- Deliver a structured debrief and defensible completion judgement.
- Complete all required records.

Assessment sequence

1. Tutor issues a trainee profile and approved exercise at least one planning period before the detail.
2. Candidate submits a lesson plan and simulator script.
3. Candidate briefs the two operating pilots, observing candidate and tutor.
4. Candidate conducts the simulator detail.
5. Candidate debriefs the training crew.
6. Candidate completes the training record.
7. Tutor debriefs the candidate and records the course outcome.

Tutor intervention

Tutor intervention for safety remains available at all times. Any tutor action that materially assists delivery is recorded. The tutor distinguishes minor prompting from intervention that prevents demonstration of competence.

Completion evidence

The candidate meets every critical standard in the final assessment rubric and has no unresolved recurring weakness from earlier details.

Additional training

Additional training has a written objective, instructor, duration and completion criterion. Repeating the same scenario without a diagnosis is not an adequate remedial plan. The tutor may use part-task practice, demonstration, reduced scenario complexity or additional planning instruction before a repeat observed detail.

Assessment, standardisation and records

1. Assessment philosophy

The course assesses instructor performance, not the role-player's flying standard. Evidence comes from preparation, brief, simulator conduct, debrief, records and response to tutor feedback.

Use four performance levels:

Level	Descriptor
1	Unsafe or ineffective. Frequent tutor intervention required.
2	Developing. Inconsistent performance or significant prompting required.
3	Course standard. Safe, accurate and effective with only minor tutor input.
4	Strong course standard. Consistent, adaptable and clearly supports trainee learning.

A level 3 is required in every critical area at completion. Level 4 is not required.

2. Critical assessment areas

Area	Course-standard evidence
Preparation	Plan matches approved objective, trainee need, device and time
Technical accuracy	Instruction follows current approved manuals and standards
Briefing	Objective, roles, standards and safety arrangements are clear
Simulator management	Set-up, failures, freezes, repositions and recovery paths are controlled
Situation awareness	Candidate monitors aircraft, crew, learning plan and device
Intervention	Candidate selects timely and proportionate action
Teaching technique	Explanation, demonstration and practice build independent performance
Observation	Notes contain specific behaviour and outcome evidence
CRM/TEM integration	Candidate teaches and assesses crew behaviour in operational context
Adaptation	Candidate changes support or sequence for a defensible reason
Debriefing	Trainee analysis, instructor correction and next action are balanced
Records	Record is accurate, concise and sufficient for handover
Professional standard	Candidate is fair, composed, respectful and receptive to feedback

3. Critical failures

Regardless of average score, the tutor cannot award course completion where the candidate:

- permits an unacceptable safety margin without recognising or acting;
- gives materially incorrect technical instruction and fails to correct it;

- uses ambiguous control transfer or creates simultaneous control input;
- manipulates a scenario in a way that invalidates the lesson or creates negative training;
- behaves dishonestly, unfairly or disrespectfully;
- falsifies or knowingly omits a material training record;
- cannot manage the simulator safely without continued tutor control.

4. Formative reviews

The tutor completes formal progress reviews after TRI FFS Detail 3 and TRI FFS Detail 7. Each review records:

- demonstrated strengths;
- no more than three priority development needs;
- evidence supporting each need;
- agreed practice action;
- effect on the remaining programme;
- candidate comment.

5. Final completion decision

Course standard requires:

- completion of ten four-hour simulator details, including 20 hours at the IOS per candidate, or a formally approved alternative or credit;
- satisfactory progress reviews;
- all mandatory details completed or formally substituted by the ATO;
- TRI FFS Detail 10 at level 3 or above in each critical area;
- complete course records;
- tutor recommendation for the next licensing or ATO gate.

The recommendation may state that the candidate is ready to undertake the formal TRI Assessment of Competence. It must not imply that the course tutor has issued the TRI certificate.

6. Tutor standardisation

Before delivery, tutors should agree:

- interpretation of the four performance levels;
- safety and intervention thresholds;
- expected depth of briefing and records;
- treatment of role-player errors;
- type-specific exercise standards;
- conditions that require additional training;
- handling of a disagreement or appeal.

At least two tutors should independently score one sample performance or recorded scenario when practical. Differences should be discussed against observable evidence.

7. Course records

Retain records in accordance with ATO policy and applicable regulation. The course file should contain:

- entry-gate verification;
- approved programme and any credit decision;
- attendance, four-hour detail completion, IOS time and observer time;
- lesson plans and simulator scripts;
- observation sheets and progress reviews;
- final assessment form;
- additional-training records where applicable;
- course completion certificate or discontinuation record;
- candidate feedback and any safety report.

8. Reference framework

This course design should be checked against the current editions of:

- UK Part-FCL, including FCL.920, FCL.930.TRI and FCL.935;
- associated AMC and GM for TRI courses and instructor competencies;
- UK CAA Standards Document 43 for TRI/SFI course providers;
- UK CAA Standards Document 24(A) for relevant assessment and examiner guidance;
- UK CAA Standards Document 29 for CRM/TEM teaching and assessment;
- operator or ATO Operations and Training Manuals;
- aircraft FCOM, FCTM, QRH and approved type-rating syllabus;
- FSTD qualification certificate, user approval and simulator operator procedures.

Where sources differ, the approved ATO and current legal requirement take precedence over this generic MaxFli course.

Simulator detail planning form

Candidate at IOS: ____ Observing candidate: _____

TRI FFS Detail: __ Block: First 2 hours / Second 2 hours Date: __ Device: ____

Operating Pilot 1: ____ Operating Pilot 2: _____

Trainee profile and prior evidence

Objective and measurable standard

Exercise and time plan

Time	Position/configuration	Event or exercise	Expected trainee action	Instructor method

Simulator set-up

Initial position: ____ **Mass/fuel:** _____

Weather/runway: ____ **Known defects:** _____

Failures and triggers: _____

Removal/recovery actions: _____

Freeze/reposition points: _____

Intervention gates

Gate	Evidence	Planned response
Continue observing		
Prompt or direct		
Freeze/reposition		
Take control		

Debrief questions

Actual outcome and next action

TRI candidate observation form

Candidate at IOS: ____ Observing candidate: _____

TRI FFS Detail: __ Block: First 2 hours / Second 2 hours Date: __

Operating pilots: ____ / _____

Rate 1 to 4 using the course descriptors. Record evidence, not impressions.

Area	Rating	Observable evidence	Next action
Preparation			
Technical accuracy			
Briefing			
Simulator management			
Situation awareness			
Intervention			
Teaching technique			
Observation			
CRM/TEM integration			
Adaptation			
Debriefing			
Records			
Professional standard			

Strongest evidence: _____

Priority development need: _____

Safety intervention by tutor: Yes / No

If yes, describe: _____

TRI FFS progress review

Candidate: ____ After TRI FFS Detail: 3 / 7 Date: __

Demonstrated strengths

Priority development needs

Need	Evidence	Practice action	Completion criterion

Programme decision

- [ ] Continue as planned
- [ ] Continue with amended emphasis
- [ ] Additional training before next phase
- [ ] Refer to Head of Training

Tutor: ____ Signature: _____

Candidate comment: _____

Final observed detail assessment

Candidate: ____ Tutor: _____

Date/device: ____ Detail scenario: _____

Critical area	1	2	3	4	Evidence
Preparation	[ ]	[ ]	[ ]	[ ]	
Technical accuracy	[ ]	[ ]	[ ]	[ ]	
Briefing	[ ]	[ ]	[ ]	[ ]	
Simulator management	[ ]	[ ]	[ ]	[ ]	
Situation awareness	[ ]	[ ]	[ ]	[ ]	
Intervention	[ ]	[ ]	[ ]	[ ]	
Teaching technique	[ ]	[ ]	[ ]	[ ]	
Observation	[ ]	[ ]	[ ]	[ ]	
CRM/TEM integration	[ ]	[ ]	[ ]	[ ]	
Adaptation	[ ]	[ ]	[ ]	[ ]	
Debriefing	[ ]	[ ]	[ ]	[ ]	
Records	[ ]	[ ]	[ ]	[ ]	
Professional standard	[ ]	[ ]	[ ]	[ ]	

Critical failure check

- [ ] No unresolved critical failure
- [ ] Critical failure recorded below

Outcome

- [ ] Course standard met
- [ ] Further training required
- [ ] Course discontinued and referred to Head of Training

Further training or next licensing gate:

Tutor signature: ____ Candidate signature: _____

Course completion checklist

Candidate: ____ Course dates: _____

Entry and administration

- [ ] Entry requirements verified by ATO
- [ ] Credits recorded and approved
- [ ] Candidate briefed on scope and privileges
- [ ] Simulator safety induction complete
- [ ] Manuals and course material issued

Practical training

- [ ] TRI FFS Detail 1 complete
- [ ] TRI FFS Detail 2 complete
- [ ] TRI FFS Detail 3 complete
- [ ] Phase 1 progress review complete
- [ ] TRI FFS Detail 4 complete
- [ ] TRI FFS Detail 5 complete
- [ ] TRI FFS Detail 6 complete
- [ ] TRI FFS Detail 7 complete
- [ ] Phase 2 progress review complete
- [ ] TRI FFS Detail 8 complete
- [ ] TRI FFS Detail 9 complete
- [ ] TRI FFS Detail 10 complete
- [ ] Ten four-hour simulator details completed or approved alternative recorded
- [ ] 20 hours at the IOS completed per candidate or approved credit recorded
- [ ] 20 hours of peer observation completed per candidate

Evidence

- [ ] Lesson plans retained
- [ ] Simulator scripts retained
- [ ] Observation forms complete
- [ ] Training records complete
- [ ] Additional training closed or carried forward formally
- [ ] Final assessment complete

Completion

- [ ] Course standard met

- [ ] Candidate recommended for next approved licensing/assessment gate
- [ ] Course completion certificate issued by authorised organisation

Course tutor: ____ Date: __

Head of Training/authorised signatory: _____