



**Civil Aviation Authority - Sultanate of Oman**  
**Flight Safety Department - Personnel Licensing Section**  
**Instructor (FI, CRI & IRI) Assessment of Competence Report - Surveillance**

**A. Instructor Details.**

<b>• Applicant name (First &amp; surname)</b>			
<b>• License type &amp; number</b>			
<b>• Instructor certificate type</b>	<input type="checkbox"/> FI	<input type="checkbox"/> CRI	<input type="checkbox"/> IRI
<b>• Aircraft category</b>	<input type="checkbox"/> Airplane	<input type="checkbox"/> Helicopter	
<b>• Class/type rating expiry date</b>			
<b>• Instructor rating expiry date</b>			
<b>• Aircraft type</b>			

**B. Assessment of Competence Details.**

<b>• Date of assessment</b>			
<b>• Duration of assessment</b>			
<b>• Aircraft/FSTD type &amp; number</b>	<input type="checkbox"/> Aircraft:	<input type="checkbox"/> FSTD:	
<b>• Assessment result</b>	<input type="checkbox"/> Satisfactory (SAT)	<input type="checkbox"/> Unsatisfactory (USAT)	
<input type="checkbox"/> Instructor rating invalid until successful completion of further assessment of competence - For unsatisfactory only			

Inspector Name	Certificate Number	Signature	Date
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**• Inspector Report - Complete for Unsatisfactory Only.**




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• Instructor name (First & surname) \_\_\_\_\_

No	Instructor (FI, CRI & IRI) Assessment of Competence Events	Result		Remarks
		SAT	USAT	

**Note:** The training and assessment of instructors should be made against the performance standards at Appendix A to this form "Instructor Competencies and Assessment" (see AMC1 FCL.920)

Insert Inspector initials

**SECTION 1 - Theoretical Knowledge - Oral**

1.1	Air law			
1.2	Aircraft general knowledge			
1.3	Flight performance and planning			
1.4	Human performance and limitations			
1.5	Meteorology			
1.6	Navigation			
1.7	Operational procedures			
1.8	Principles of flight			
1.9	Training administration			

**SECTION 2 - Preflight Briefing**

2.1	Visual presentation			
2.2	Technical accuracy			
2.3	Clarity of explanation			
2.4	Clarity of speech			
2.5	Instructional technique			
2.6	Use of models and aids			
2.7	Student participation			

**SECTION 3 - Flight**

3.1	Arrangement of demo			
3.2	Synchronization of speech with demo			
3.3	Correction of faults			
3.4	Aircraft handling			
3.5	Instructional technique			
3.6	General airmanship and safety			
3.7	Positioning and use of airspace			

**SECTION 4 - ME Exercises (If applicable)**

4.1	Actions following an engine failure shortly after take-off			
4.2	SE approach and go-around			
4.3	SE approach and landing			

**SECTION 5 - Post Flight Debriefing**

5.1	Visual presentation			
5.2	Technical accuracy			
5.3	Clarity of explanation			
5.4	Clarity of speech			
5.5	Instructional technique			
5.6	Use of models and aids			
5.7	Student participation			

Appendix A - AMC1 FCL.920 Instructor competencies and assessment.

Competencies	Performance	Knowledge	Remarks
1 <b>Prepare resources</b>	- Ensures adequate facilities; - Prepares briefing material; - Manages available tools; - Plans training within the training envelope of the training platform, as determined by the ATO	- Understand objectives; - Available tools; - Competency-based training methods; - Understands the training envelope of the training platform, as determined by the ATO	
2 <b>Create a climate conducive to learning</b>	- Establishes credentials, role model's appropriate behavior; - Clarifies roles; - States objectives; - Ascertains and supports student pilot's needs	- Barriers to learning; - Earning styles.	
3 <b>Present knowledge</b>	- Communicates clearly; - Creates and sustains realism; - Looks for training opportunities.	- Teaching methods	-
4 <b>Integrate TEM and CRM</b>	- Makes TEM and CRM links with technical training; - For airplanes: makes upset prevention links with technical training.	- TEM and CRM; - Causes and countermeasures against undesired aircraft	
5 <b>Manage time to achieve training objectives</b>	- Allocates the appropriate time to achieve competency objective.	- Syllabus time allocation	-
6 <b>Facilitate learning</b>	- Encourages trainee participation; - Shows motivating, patient, confident and assertive manner; - Conducts one-to-one coaching; - Encourages mutual support.	- Facilitation; - How to give constructive feedback - How to encourage trainees to ask -questions and seek	
7 <b>Assesses trainee performance</b>	- Assesses and encourages trainee self-assessment of performance against competency standards; - Makes assessment decision and provides clear feedback; - Observes CRM behavior.	- Observation techniques; - Methods for recording observations	
8 <b>Monitor and review progress</b>	- Compares individual outcomes to defined objectives; - Identifies individual differences in learning rates; - Applies appropriate corrective action.	- Learning styles; - Strategies for training adaptation to meet individual needs	
9 <b>Evaluate training sessions</b>	- Elicits feedback from student pilots; - Tracks training session processes against competence criteria; - Keeps appropriate records.	- Competency unit and associated elements; - Performance criteria. - Phase training objectives;	
1 <b>Report outcome</b>	- Reports accurately using only observed actions and events.	- Individual versus systemic weaknesses	