





**Civil Aviation Authority - Sultanate of Oman**  
**Flight Safety Department - Personnel Licensing Section**  
**Instructor (TRI & SFI) Assessment of Competence Report - Surveillance**

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

No	Instructor (TRI & SFI) 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 - Preflight Briefing**

1.1	The objectives of the training session			
1.2	Roles of Instructor candidate			
1.3	Climate conducive to learning			
1.4	Preparation and planning			
1.5	Presentation technique			
1.6	Instructional technique			
1.7	Integration & development of airmanship, CRM and TEM			
1.8	Interaction with trainees			
1.9	Ability to correctly observe, record and evaluate			

**SECTION 2 - Conduct of Training Session**

2.1	The need to give the 'trainee' precise instructions			
2.2	Responsibility for safe conduct of the flight/simulator session			
2.3	Intervention by instructor, when necessary			
2.4	Correct use of Radio Telephony (RT)			
2.5	Correction of errors and techniques			
2.6	Application of standard operating procedures (SOP's)			
2.7	Simulator handling and Instructor operating Station (IOS) management			
2.8	Handling of simulator/aircraft deficiencies/problems			
2.9	Positioning and use of airspace			
2.10	Interaction with trainees			
2.11	Time management and pace to achieve training objectives			
2.12	Integrate threat and error management and crew resource management			
2.13	Technical and procedural accuracy			
2.14	Instructional technique			
2.15	Intervention techniques			
2.16	Keeping factual and unobtrusive notes			
2.17	Additional demonstration exercises related to the applicable instructor certificate			

**SECTION 3 - Trainee Assessment**

3.1	Questioning and interaction with trainee(s)			
3.2	Trainee assessment/grading			

**SECTION 4 - FSTD/Flight Debriefing**

4.1	Presentation and discussion of observations			
4.2	Progress review			
4.3	Training evaluation			
4.4	Structuring and time planning			
4.5	Reporting outcome			
4.6	Presentation technique			
4.7	Clarity of Explanation			
4.8	Student participation			

**SECTION 5 - Recording of Documentation**

5.1	Training form			
5.2	Trainee file/folder			
5.3	Notification of any repeated or deferred items			

**SECTION 6 - Demonstration of Theoretical Knowledge**

6.1	The instructor applicant should demonstrate to the Examiner a satisfactory knowledge with the function of SFI/TRI			
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Appendix A - AMC1 FCL.920 Instructor competencies and assessment.

Competencies	Performance	Knowledge	Remarks
1 <b>Prepare resources</b>	<ul style="list-style-type: none"> <li>- Ensures adequate facilities;</li> <li>- Prepares briefing material;</li> <li>- Manages available tools;</li> <li>- Plans training within the training envelope of the training platform, as determined by the ATO</li> </ul>	<ul style="list-style-type: none"> <li>- Understand objectives;</li> <li>- Available tools;</li> <li>- Competency-based training methods;</li> <li>- Understands the training envelope of the training platform, as determined by the ATO</li> </ul>	
2 <b>Create a climate conducive to learning</b>	<ul style="list-style-type: none"> <li>- Establishes credentials, role model's appropriate behavior;</li> <li>- Clarifies roles;</li> <li>- States objectives;</li> <li>- Ascertains and supports student pilot's needs</li> </ul>	<ul style="list-style-type: none"> <li>- Barriers to learning;</li> <li>- Earning styles.</li> </ul>	
3 <b>Present knowledge</b>	<ul style="list-style-type: none"> <li>- Communicates clearly;</li> <li>- Creates and sustains realism;</li> <li>- Looks for training opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching methods</li> </ul>	
4 <b>Integrate TEM and CRM</b>	<ul style="list-style-type: none"> <li>- Makes TEM and CRM links with technical training;</li> <li>- For airplanes: makes upset prevention links with technical training.</li> </ul>	<ul style="list-style-type: none"> <li>- TEM and CRM;</li> <li>- Causes and countermeasures against undesired aircraft</li> </ul>	
5 <b>Manage time to achieve training objectives</b>	<ul style="list-style-type: none"> <li>- Allocates the appropriate time to achieve competency objective.</li> </ul>	<ul style="list-style-type: none"> <li>- Syllabus time allocation</li> </ul>	
6 <b>Facilitate learning</b>	<ul style="list-style-type: none"> <li>- Encourages trainee participation;</li> <li>- Shows motivating, patient, confident and assertive manner;</li> <li>- Conducts one-to-one coaching;</li> <li>- Encourages mutual support.</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitation;</li> <li>- How to give constructive feedback</li> <li>- How to encourage trainees to ask -questions and seek</li> </ul>	
7 <b>Assesses trainee performance</b>	<ul style="list-style-type: none"> <li>- Assesses and encourages trainee self-assessment of performance against competency standards;</li> <li>- Makes assessment decision and provides clear feedback;</li> <li>- Observes CRM behavior.</li> </ul>	<ul style="list-style-type: none"> <li>- Observation techniques;</li> <li>- Methods for recording observations</li> </ul>	
8 <b>Monitor and review progress</b>	<ul style="list-style-type: none"> <li>- Compares individual outcomes to defined objectives;</li> <li>- Identifies individual differences in learning rates;</li> <li>- Applies appropriate corrective action.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning styles;</li> <li>- Strategies for training adaptation to meet individual needs</li> </ul>	
9 <b>Evaluate training sessions</b>	<ul style="list-style-type: none"> <li>- Elicits feedback from student pilots;</li> <li>- Tracks training session processes against competence criteria;</li> <li>- Keeps appropriate records.</li> </ul>	<ul style="list-style-type: none"> <li>- Competency unit and associated elements;</li> <li>- Performance criteria.</li> <li>- Phase training objectives;</li> </ul>	
1 <b>Report outcome</b>	<ul style="list-style-type: none"> <li>- Reports accurately using only observed actions and events.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual versus systemic weaknesses</li> </ul>	