**Civil Aviation Authority - Sultanate of Oman**

**Flight Safety Department - Personnel Licensing Section**

**Instructor (TRI & SFI) Assessment of Competence Report - Surveillance**

**A. Instructor Details.**

| | | |
|---|---|---|
| • Instructor name (First & surname) | | |
| • License type & number | | |
| • Instructor certificate type | ☐ TRI | ☐ SFI |
| • Aircraft category | ☐ Airplane | ☐ Helicopter |
| • Type rating expiry date | | |
| • Instructor rating expiry date | | |
| • Aircraft type | | |

**B. Assessment of Competence Details.**

| | | |
|---|---|---|
| • Date of assessment | | |
| • Duration of assessment | | |
| • Aircraft/FSTD type & number | ☐ Aircraft: | ☐ FSTD: |
| • Assessment result | ☐ Satisfactory (SAT) | ☐ Unsatisfactory (USAT) |
| ☐ Instructor rating invalid until successful completion of further assessment of competence - For unsatisfactory only | | |

| Inspector Name | Certificate Number | Signature | Date |
|---|---|---|---|
| | | | |

| • Inspector Report - Complete for Unsatisfactory Only. |
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- 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

| No | Event | SAT | USAT | Remarks |
|---|---|---|---|---|
| 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

| No | Event | SAT | USAT | Remarks |
|---|---|---|---|---|
| 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

| No | Event | SAT | USAT | Remarks |
|---|---|---|---|---|
| 3.1 | Questioning and interaction with trainee(s) | | | |
| 3.2 | Trainee assessment/grading | | | |

### SECTION 4 - FSTD/Flight Debriefing

| No | Event | SAT | USAT | Remarks |
|---|---|---|---|---|
| 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

| No | Event | SAT | USAT | Remarks |
|---|---|---|---|---|
| 5.1 | Training form | | | |
| 5.2 | Trainee file/folder | | | |
| 5.3 | Notification of any repeated or deferred items | | | |

### SECTION 6 - Demonstration of Theoretical Knowledge

| No | Event | SAT | USAT | Remarks |
|---|---|---|---|---|
| 6.1 | The instructor applicant should demonstrate to the Examiner a satisfactory knowledge with the function of SFI/TRI | | | |

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

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