



Civil Aviation Authority - Sultanate of Oman
Flight Safety Department - Personnel Licensing Section
Training Manual Structure Compliance List

• ATO name	
• Date	

No.	AMC1 to ORA.ATO.230 (b) - Course Elements & Description	TM Reference	YES	NO	NA
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(a) The Training Plan.

(1)	The aim of the course (ATPL, MPL, CPL/IR, etc. as applicable). A statement of what the student is expected to do as a result of the training, the level of performance, and the training constraints to be observed.				
(2)	Pre-entry requirements. (i) Minimum age, educational requirements (including language), medical requirements. (ii) Any individual Member State requirements.				
(3)	Credits for previous experience. To be obtained from the before training begins.				
(4)	Training syllabi. As applicable, the flying syllabus (single-engine or multi-engine, as applicable), the flight simulation training syllabus and the theoretical knowledge training syllabus.				
(5)	The time scale and scale, in weeks, for each syllabus. Arrangements of the course and the integration of syllabi time.				
(6)	Training program. (i) The general arrangements of daily and weekly program for flying, theoretical knowledge training and training in FSTDs, if applicable. (ii) Bad weather constraints. (iii) Program constraints in terms of maximum training times, (flying, theoretical knowledge, on FSTDs), for example per day, week or month. (iv) Restrictions in respect of duty periods for students. (v) Duration of dual and solo flights at various stages. (vi) Maximum flying hours in any day or night. (vii) Maximum number of training flights in any day or night. (viii) Minimum rest period between duty periods.				
(7)	Training records. (i) Rules for security of records and documents; (ii) Attendance records (iii) The form of training records to be kept (iv) Persons responsible for checking records and students' log books (v) The nature and frequency of record checks; (vi) Standardization of entries in training records; (vii) Rules concerning log book entries.				
(8)	Safety training. (i) Individual responsibilities; (ii) Essential exercises; (iii) Emergency drills (frequency); (iv) Dual checks (frequency at various stages); (v) Requirement before first solo day, night or navigation etc. if applicable.				
(9)	Tests and examinations. (i) Flying: (A) progress checks; (B) skill tests. (ii) Theoretical knowledge: (A) progress tests; (B) theoretical knowledge examinations. (iii) Authorization for test; (iv) Rules concerning refresher training before retest; (v) Test reports and records; (vi) Procedures for examination paper preparation, type of question and assessment, standard required for 'pass'; (vii) Procedure for question analysis and review and for raising replacement papers; (viii) Examination re-sit procedures.				



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(10)	Training effectiveness.				
	(i) Individual responsibilities				
	(ii) General assessment				
	(iii) Liaison between departments				
	(iv) Identification of unsatisfactory progress (individual students)				
	(v) Actions to correct unsatisfactory progress				
	(vi) Procedure for changing instructors				
	(vii) Maximum number of instructor changes per student				
	(viii) Internal feedback system for detecting training deficiencies				
	(ix) Procedure for suspending a student from training				
	(x) Discipline				
(11)	Standards and level of performance at various stages.				
	(i) Individual responsibilities				
	(ii) Standardization				
	(iii) Standardization requirements and procedures				
	(iv) Application of test criteria				

(b) Briefing and Air Exercises.

(1)	Air exercise				
	A detailed statement of the content specification of all the air exercises to be taught, arranged in the sequence to be flown with main and subtitles				
(2)	Air exercise reference list				
	An abbreviated list of the above exercises giving only main and subtitles for quick reference, and preferably in flip-card form to facilitate daily use by instructors				
(3)	Course structure: phase of training				
	A statement of how the course will be divided into phases, Indication of how the above air exercises will be divided between the phases and how they will be arranged to ensure that they are completed in the most suitable learning sequence and that essential (emergency) exercises are repeated at the correct frequency. Also, the syllabus hours for each phase and for groups of exercises within each phase should be stated and when progress tests are to be conducted, etc.				
(4)	Course structure: integration of syllabi				
	The manner in which theoretical knowledge and flight training in an aircraft or an FSTD will be integrated so that as the flying training exercises are carried out students will be able to apply the knowledge gained from the associated theoretical knowledge instruction and flight training.				
(5)	Student progress				
	The requirement for student progress and includes a brief but specific statement of what a student is expected to be able to do and the standard of proficiency he/she must achieve before progressing from one phase of air exercise training to the next. Include minimum experience requirements in terms of hours, satisfactory exercise completion, etc. as necessary before significant exercises, for example night flying.				
(6)	Instructional methods				
	The ATO requirements, particularly in respect of pre- and post-flying briefing, adherence to syllabi and training specifications, authorization of solo flights, etc.				
(7)	Progress tests				
	The instructions given to examining staff in respect of the conduct and documentation of all progress tests.				
(8)	Glossary of terms				
	Definition of significant terms as necessary.				
(9)	Appendices				
	(i) Progress test report forms;				
	(ii) Skill test report forms;				
	(iii) ATO certificates of experience, competence, etc. as required.				

(c) Flight training in an FSTD - if applicable, structured generally as for (b)

(1)	Air exercise				
	A detailed statement of the content specification of all the air exercises to be taught, arranged in the sequence to be flown with main and subtitles				
(2)	Air exercise reference list				
	An abbreviated list of the above exercises giving only main and subtitles for quick reference, and preferably in flip-card form to facilitate daily use by instructors				



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(3)	Course structure: phase of training A statement of how the course will be divided into phases, Indication of how the above air exercises will be divided between the phases and how they will be arranged to ensure that they are completed in the most suitable learning sequence and that essential (emergency) exercises are repeated at the correct frequency. Also, the syllabus hours for each phase and for groups of exercises within each phase should be stated and when progress tests are to be conducted, etc.				
(4)	Course structure: integration of syllabi The manner in which theoretical knowledge and flight training in an aircraft or an FSTD will be integrated so that as the flying training exercises are carried out students will be able to apply the knowledge gained from the associated theoretical knowledge instruction and flight training.				
(5)	Student progress The requirement for student progress and includes a brief but specific statement of what a student is expected to be able to do and the standard of proficiency he/she must achieve before progressing from one phase of air exercise training to the next. Include minimum experience requirements in terms of hours, satisfactory exercise completion, etc. as necessary before significant exercises, for example night flying.				
(6)	Instructional methods The ATO requirements, particularly in respect of pre- and post-flying briefing, adherence to syllabi and training specifications, authorization of solo flights, etc.				
(7)	Progress tests The instructions given to examining staff in respect of the conduct and documentation of all progress tests.				
(8)	Glossary of terms Definition of significant terms as necessary.				
(9)	Appendices (i) Progress test report forms; (ii) Skill test report forms; (iii) ATO certificates of experience, competence, etc. as required.				

(d) Theoretical Knowledge Instruction

(1)	Structure of the theoretical knowledge course A statement of the structure of the course, including the general sequence of the topics to be taught in each subject, the time allocated to each topic, the breakdown per subject and an example of a course schedule. Distance learning courses should include instructions of the material to be studied for individual elements of the course				
(2)	Lesson plans A description of each lesson or group of lessons including teaching materials, training aids, progress test organization and inter-connection of topics with other subjects.				
(3)	Teaching materials Specification of the training aids to be used (for example study materials, course manual references, exercises, self-study materials, demonstration equipment).				
(4)	Student progress The requirement for student progress, including a brief but specific statement of the standard that must be achieved and the mechanism for achieving this, before application for theoretical knowledge examinations.				
(5)	Progress testing The organization of progress testing in each subject, including topics covered, evaluation methods and documentation.				
(6)	Review procedure The procedure to be followed if the standard required at any stage of the course is not achieved, including an agreed action plan with remedial training if required.				
(7)	Appendices (i) Examples of Area 100 KSA summative assessments; (ii) Area 100 KSA mental math test example				

Assessment Result <input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
Remarks 	

Inspector Name	Signature	Date