





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

• 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>	<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>	
10 <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>	