



Civil Aviation Authority - Sultanate of Oman
Flight Safety Department - Personnel Licensing Section
Instructor (TRI & SFI) Assessment of Competence Report
Instructor Certificate is Valid for 3 years

AMC1 FCL.935 Assessment of competence.
GENERAL

- (a) The format and application form for the assessment of competence are determined by the CAA.
- (b) When an aircraft is used for the assessment, it should meet the requirements for training aircraft.
- (c) If an aircraft is used for the test or check, the examiner acts as the PIC, except in circumstances agreed upon by the examiner when another instructor is designated as PIC for the flight.
- (d) During the assessment of competence, the applicant occupies the seat normally occupied by the instructor (instructors' seat if in an FSTD, or pilot seat if in an aircraft), except in the case of balloons. The examiner, another instructor or, for MPA in an FFS, a real crew member under instruction, functions as the 'student'. The applicant is required to explain the relevant exercises and to demonstrate their conduct to the 'student', where appropriate. Thereafter, the 'student' executes the same maneuvers (if the 'student' is the examiner or another instructor, this can include typical mistakes of inexperienced students). The applicant is expected to correct mistakes orally or, if necessary, by intervening physically.
- (e) The assessment of competence should also include additional demonstration exercises, as decided by the examiner and agreed upon with the applicant before the assessment. These additional exercises should be related to the training requirements for the applicable instructor certificate.
- (f) All relevant exercises should be completed within a period of 6 months. However, all exercises should, where possible, be completed on the same day. In principle, failure in any exercise requires a retest covering all exercises, with the exception of those that may be retaken separately. The examiner may terminate the assessment at any stage if they consider that a retest is required.



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• Applicant name (First & surname)	
• Date of birth	

No	Instructor (TRI & SFI) Assessment of Competence Events	Result		Remarks
		Pass	Fail	

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