







**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

<b>• Applicant name (First &amp; surname)</b>	
<b>• Date of birth</b>	

No	Instructor (TRI & SFI) Assessment of Competence	Attempt 1		Attempt 2		Comments
		Pass	Fail	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 - General						
1.1	Safety Awareness					
1.2	Aircraft Technical knowledge					
1.3	Knowledge, Skills and Attitudes relevant to the role of the TRI / SFI					
1.4	Importance of human factors in the man-machine environment and the role of CRM					
1.5	Identification and correction of errors					
1.6	Standard Operating procedures					
1.7	Training administration (Training Records - course approvals, Aircraft, FSTD approvals etc.)					

SECTION 2 - Preflight Briefing						
2.1	Presentation technique					
2.2	Technical accuracy					
2.3	Clarity of explanation					
2.4	Clarity of speech					
2.5	Instructional technique					
2.6	Use of training aids					
2.7	Student participation					

SECTION 3 - Flight						
3.1	Effectiveness of demonstration exercise					
3.2	Correction of errors or techniques					
3.3	Aircraft / FSTD Operation					
3.4	Instructional technique					
3.5	General airmanship and safety					
3.6	Positioning and use of airspace					
3.7	Interaction with Student					

SECTION 4 - Post Flight Debriefing						
<b>Note:</b> Instructor Applicants should demonstrate the ability to facilitate and record a constructive and inclusive de-brief, identifying positive aspects of the Assessment and also areas that need improvement or re-assessment.						
4.1	Presentation technique					
4.2	Technical accuracy					
4.3	Clarity of explanation					
4.4	Clarity of speech					
4.5	Instructional technique					
4.6	Use of training aids					
4.7	Student participation					

SECTION 5 - Other Exercises						
Additional demonstration exercises, related to the Training requirements for the applicable Instructor certificate and / or items from Appendix A - (AMC1 FCL.920) Instructor Competencies and Assessment						
5.1						
5.2						
5.3						

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

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