CIVIL AVIATION AUTHORITY
CZECH REPUBLIC
CAA-F-ZLP-026-0-22
Flight Division

APPLICATION AND REPORT FORM FOR INITIAL ISSUE / EXTENSION TO ANOTHER TYPE OF SFI MPA			
1	**Applicants personal particulars**		
Last Name(s):			
First Name(s):		Initial:	YES ☐ / NO ☐
Date of Birth:		Extension to another type:	YES ☐ / NO ☐
Licence type and No:		**SFI - type of aeroplane:**	
2	**SFI(MPA) – Initial issue**		
2 A:	**Prerequisites - An applicant for a SFI certificate shall:**		
Hold of have held a CPL, MPL or ATPL pilot licence on the applicable aircraft category:		CHECKED ☐	
Have completed the proficiency check for the issue of the specific aircraft type rating in an FFS representing the applicable type, within the 12 months preceding the application (attach proficiency check form):		CHECKED ☐	
Completed 1 500 hours flight time as a pilot on multi-pilot aeroplanes:		Flight time:	
12 months preceding the date of application completed 3 route sectors on the flight deck of the applicable aircraft type; or		No. of sectors:	
2 line-orientated flight training-based simulator sessions conducted by qualified flight crew on the flight deck of the applicable type. These simulator sessions shall include 2 flights of at least 2 hours each between 2 different aerodromes, and the associated pre-flight planning and de-briefing.		Date of simulator session #1: Date of simulator session #2:	
2 B:	**Training course:**		
Training initiated on (date):		Terminated on (date):	
Name of the ATO:		Approval certificate No:	
Teaching and learning:		hours or credit* ☐	min. 25 hours
Technical training:		hours	min. 10 hours
Flight instruction on the appropriate FSTD:		hours	min. 10 hours
Name of HT:		Signature:	
2 C:	**Declaration by the applicant**		
I have received a course of SFI (MPA) training in accordance with the syllabus.			
Date:		Signature:	

* Credit: Applicants holding or having held an instructor certificate shall be fully credited towards the requirement for the teaching and learning part.

3	SFI(MPA) – Extension to another type
3 A:	Requirements for extension of SFI to other FSTDs representing further types

Training initiated on (date):	Terminated on (date):
Name of the ATO:	Approval certificate No:
Holder of SFI have completed the simulator content of the relevant type rating course:	ATO statement:
FSTD (aeroplane type):	FSTD ID code:
Name of HT:	Signature:
Holder of SFI have completed the relevant parts of the technical training and the FSTD content of the flight instruction syllabus of the applicable TRI course:	ATO statement:
FSTD (aeroplane type):	FSTD ID code:
Name of HT:	Signature:
Holder of SFI have conducted on a complete type rating course at least 3 hours of flight instruction related to the duties of an SFI on the applicable type under the supervision and to the satisfaction of a TRE or an SFE qualified for this purpose:	TRE / SFE statement:
FSTD (aeroplane type):	FSTD ID code:
Name of Examiner (in capital letters):	Examiner's Certificate Number:
Location and Date:	Signature:

4	Assessment of competence							
Theoretical oral examination:				Skill test:				
PASS	☐	FAIL	☐	PASS	☐	FAIL	☐	
FSTD (aeroplane type):				FSTD ID code:				
Aerodrome or site:				Total time:				
Departure:				Arrival:				
Name of Examiner (in capital letters):								
Number of Examiner's Licence:				Examiner's Certificate Number:				
Location and Date:								
I hereby declare that I have reviewed and applied the relevant national procedures and requirements of the applicant's competent authority contained in Examiner Differences Document version:								
Signature of Examiner:				Signature of Applicant:				

4 A	FCL.920 Instructor competencies and assessment, FCL.935 Assessment of competence			
Competence	**Performance**	**Knowledge**	**PASS**	**FAIL**
Prepare resources	(a) ensures adequate facilities; (b) prepares briefing material; (c) manages available tools; (d) plans training within the training envelope of the training platform, as determined by the ATO (Note: See GM1 ORA.ATO.125 point (f)).	(a) understand objectives; (b) available tools; (c) competency-based training methods; (d) understands the training envelope of the training platform, as determined by the ATO (Note: See GM1 ORA.ATO.125 point (f)) and avoids training beyond the boundaries of this envelope	☐	☐
Create a climate conducive to learning	(a) establishes credentials, role models appropriate behaviour; (b) clarifies roles; (c) states objectives; (d) ascertains and supports student pilot's needs.	(a) barriers to learning; (b) learning styles.	☐	☐
Present knowledge	(a) communicates clearly; (b) creates and sustains realism; (c) looks for training opportunities	teaching methods	☐	☐
Integrate TEM and CRM	(a) makes TEM and CRM links with technical training; (b) for aeroplanes: makes upset prevention links with technical training	(a) TEM and CRM; (b) Causes and countermeasures against undesired aircraft states	☐	☐
Manage time to achieve training objectives	Allocates the appropriate time to achieve competency objective.	syllabus time allocation	☐	☐
Facilitate learning	(a) encourages trainee participation; (b) shows motivating, patient, confident and assertive manner; (c) conducts one-to-one coaching; (d) encourages mutual support.	(a) facilitation; (b) how to give constructive feedback; (c) how to encourage trainees to ask questions and seek advice.	☐	☐
Assesses trainee performance	(a) assesses and encourages trainee self-assessment of performance against competency standards; (b) makes assessment decision and provides clear feedback; (c) observes CRM behaviour.	(a) observation techniques; (b) methods for recording observations.	☐	☐
Monitor and review progress	(a) compares individual outcomes to defined objectives; (b) identifies individual differences in learning rates; (c) applies appropriate corrective action.	(a) learning styles; (b) strategies for training adaptation to meet individual needs.	☐	☐
Evaluate training sessions	(a) elicits feedback from student pilots; (b) tracks training session processes against competence criteria; (c) keeps appropriate records	(a) competency unit and associated elements; (b) performance criteria.	☐	☐
Report outcome	Reports accurately using only observed actions and events.	(a) phase training objectives; (b) individual versus systemic weaknesses.	☐	☐
Oral theoretical examinations on the ground, pre-flight and post-flight briefings and inflight demonstrations in the appropriate aircraft class, type or FSTD:				
Exercises adequate to evaluate the instructor's competencies:				