



# CIVIL AVIATION AUTHORITY

## CZECH REPUBLIC

CAA-F-ZLP-031-0-22

### Flight Division

#### APPLICATION AND REPORT FORM SFI MPA / SPA – revalidation

1	Applicants personal particulars	
Last Name(s):		
First Name(s):		Date of Birth:
Licence type and No:		Applicable type(s): of aircraft(s)
Last assessment of competence SFI(A) conducted on (date):		
2	Revalidation requirements	
Before the expiry date fulfil 2 out of the 3 requirements:		
<ol style="list-style-type: none"><li><input type="checkbox"/> Complete at least 50 hours as instructors or examiners in FSTDs, of which at least 15 hours in the period of 12 months immediately preceding the expiry date of the SFI certificate;</li><li><input type="checkbox"/> Complete instructor refresher training as an SFI at an ATO;</li><li><input type="checkbox"/> Pass the relevant section of the assessment of competence* (FCL.935).</li></ol>		
* For each alternate revalidation, holder shall pass assessment of competence		
<input type="checkbox"/> <b>Mandatory attachment(s): Proficiency check(s) for the issue of the specific aircraft type rating(s) representing the types for which privileges are held completed on an FFS.</b>		
3	Summary of training provided before the expiry date of the certificate.	
Amount of training as instructor(s) or examiner(s) in FSTDs completed before the expiry date of the SFI certificate (hours):		
Amount of training as instructor(s) or examiner(s) in FSTDs completed 12 months immediately preceding the expiry date of the SFI certificate (hours):		
4	Refresher training as a SFI at an ATO provided as a seminar:	
Date(s) of seminar:		Place:
Name of the ATO:		ATO certificate No.
Declaration by the responsible organiser: I certify that the SFI(A) seminar was successfully completed in the following content:		
<input type="checkbox"/> relevant changes to national or EU regulations; <input type="checkbox"/> the role of the instructor; <input type="checkbox"/> teaching and learning styles; <input type="checkbox"/> observational skills; <input type="checkbox"/> instructional techniques; <input type="checkbox"/> briefing and debriefing skills; <input type="checkbox"/> TEM; <input type="checkbox"/> human performance and limitations; <input type="checkbox"/> Additional topics:		
Date of approval:		Name(s) of organiser: (capital letters)
Date and place:		Signature of organizer:

5	Assessment of competence:							
Theoretical oral examination:				Skill test:				
PASS	<input type="checkbox"/>	FAIL	<input type="checkbox"/>	PASS	<input type="checkbox"/>	FAIL	<input type="checkbox"/>	
FSTD (aeroplane type):				FSTD ID code:				
Type of aeroplane:				Registration:				
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 version _____ of the Examiner Differences Document.								
<b>REVALIDATION STATEMENT:</b>								
New certificate SFI(A) is valid to:								
Types of aeroplanes:								
Signature of Examiner:				Signature of Applicant:				

8 Assessment of competence FCL.935:

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	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>
Present knowledge	(a) communicates clearly; (b) creates and sustains realism; (c) looks for training opportunities	teaching methods	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>
Manage time to achieve training objectives	Allocates the appropriate time to achieve competency objective.	syllabus time allocation	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>
Report outcome	Reports accurately using only observed actions and events.	(a) phase training objectives; (b) individual versus systemic weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>
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:				