



CIVIL AVIATION AUTHORITY

CZECH REPUBLIC

CAA-F-ZLP-028-0-22

Flight Division

APPLICATION AND REPORT FORM FOR INITIAL ISSUE / EXTENSION OF STI

| | | | | |
|--|--|---|-------------------------------|--|
| 1 | Applicants personal particulars | | | |
| First Name(s): | | Initial: <input type="checkbox"/> / Extension: <input type="checkbox"/> | | |
| | | Requested privileges PPL: YES <input type="checkbox"/> / NO <input type="checkbox"/> | | |
| Last Name(s): | | Requested privileges CPL: YES <input type="checkbox"/> / NO <input type="checkbox"/> | | |
| | | Requested privileges IR: YES <input type="checkbox"/> / NO <input type="checkbox"/> | | |
| Date of Birth: | | Requested privileges class rating: SEP <input type="checkbox"/> / SET <input type="checkbox"/> / MEP <input type="checkbox"/> | | |
| Licence type and No: | | Requested privileges type rating for: | | |
| | | MPL core flying skills training: YES <input checked="" type="checkbox"/> | | |
| 2 | SFI(SPA) – Initial issue | | | |
| 2 A: | Prerequisites - An applicant for a SFI certificate shall: | | | |
| Hold, or have held within the 3 years prior to the application, a pilot licence and instructional privileges appropriate to the courses on which instruction is intended: CHECKED <input type="checkbox"/> | | | | |
| Have completed in an FSTD the relevant proficiency check for the class or type rating, in the period of 12 months immediately preceding the application: CHECKED <input type="checkbox"/> | | | | |
| 2 B: | Training course: | | | |
| FSTD (aeroplane type): | | FSTD ID code: | | |
| Training initiated on (date): | | Terminated on (date): | | |
| Name of the ATO: | | Approval certificate No: | | |
| Flight instruction related to the duties of an STI in an FFS, FTD 2/3 or FNPT II/III, under the supervision of an FIE. These hours of flight instruction under supervision shall include the assessment of the applicant's competence as described in FCL.920. | | hours | min. 3 hours | |
| Name of HT: | | Signature: | | |
| 3 | Assessment of competence | | | |
| Theoretical oral examination: | | Skill test: | | |
| PASS <input type="checkbox"/> | FAIL <input type="checkbox"/> | PASS <input type="checkbox"/> | FAIL <input type="checkbox"/> | |
| Departure: | | Arrival: | | |
| Name of Examiner (in capital letters): | | | | |
| Number of Examiner's Licence: | | Examiner's Certificate Number: | | |
| Date and location: | | | | |
| 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 | 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 | <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: | | | | |

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| 5 | STI – extension to other FSTDs representing further types of aeroplanes | |
| Training initiated on (date): | | Terminated on (date): |
| Name of the ATO: | | Approval certificate No: |
| The privileges may be extended to other FSTDs representing further types of aircraft if in the period of 12 months immediately preceding the application the holders have: | | |
| a) Completed the FSTD content of the CRI or TRI course on the class or type of aircraft for which instructional privileges are sought | | ATO statement: |
| FSTD (aeroplane type): | | FSTD ID code: |
| Name of HT: | | Signature: |
| b) Passed in the FSTD on which flight instruction is to be conducted, the applicable section of the proficiency check in accordance with Appendix 9 to Part-FCL for the appropriate class or type of aircraft. (attach application and report form): | | |
| c) Conducted, on a CPL, an IR, a PPL or a class or type rating course, at least 3 hours of flight instruction under the supervision of an FI, a CRI(A), an IRI or a TRI nominated by the ATO for this purpose, including at least 1 hour of flight instruction that is supervised by an FIE in the appropriate aircraft category | | ATO statement: |
| FSTD (aeroplane type): | | FSTD ID code: |
| Name of HT: | | Signature: |
| Name of Examiner (in capital letters): | | Examiner's Certificate Number: |
| Location and Date: | | Signature: |