



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje
TRI tečajeva osposobljavanja
*Application / Compliance Checklist for
TRI courses approval*

Upravne pristojbe
70,00 kn

UPUTE:

Ovaj zahtjev/listu usklađenosti potrebno je ispuniti kod inicijalnog stjecanja odobrenja tečaja osposobljavanja u skladu sa zahtjevima Uredbe Komisije (EU) br. 1178/2011 i njezinih izmjena i dopuna.

Uz ovaj zahtjev/listu usklađenosti potrebno je dostaviti:

- 70,00 kn upravnih pristojbi;
- tečaj osposobljavanja (priručnik/program osposobljavanja) - u papirnatom i elektroničkom (CD/DVD) izdanju.

Upute za ispunjavanje:

U rubriku "*Organisation Reference*" potrebno je upisati referencu na program/priručnik (ime programa/priručnika i poglavlje) gdje je zahtjev opisan ili označiti N/A ukoliko nije primjenjivo.

Ispunjavanjem liste usklađenosti odgovorne osobe organizacije potvrđuju usklađenost programa/priručnika sa primjenjivim zahtjevima.

Rubrika "*Results*" (*Satisfactory-S, Unsatisfactory – U, Not applicable – N/A*) ispunjava se od strane CCAA inspektora. Rubrike S, U i N/A označavaju se sa znakom "X".

Uputa za buduće ishodaenje odobrenja izmjena tečaja osposobljavanja (programa/priručnika):

Nije potrebno ispunjavati ovaj zahtjev/listu usklađenosti, već je potrebno dostaviti zahtjev za odobrenje izmjena tečaja osposobljavanja (programa/priručnika) sa popisom izmjena i dopuna i 70,00 kn upravnih pristojbi, te izmjenom programa/priručnika u papirnatom i elektroničkom (CD/DVD) izdanju.



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TRAINING MANUAL		Obligatory			
Ref.: AMC&GM to Part-ORA; Subpart ATO; Section II; AMC1 ORA.ATO.230 (a)		Organization reference	RESULTS		
			S	U	N/A
Part 1 – The training plan					
(1) The aim of the course (ATP, CPL/IR, CPL, etc. as applicable)	A statement of what the student is expected to do as a result of the training, the level of performance, and the training constraints to be observed.				
(2) Pre-entry requirements	(i) Minimum age, educational requirements (including language), medical requirements; (ii) Any individual Member State requirements.				
(3) Credits for previous experience	To be obtained from the competent authority before training begins.				
(4) Training syllabi	As applicable, the flying syllabus (single-engine or multi-engine, as applicable), the flight simulation training syllabus and the theoretical knowledge training syllabus.				
(5) The time scale and scale, in weeks, for each syllabus	Arrangements of the course and the integration of syllabi time.				
(6) Training programme	(i) The general arrangements of daily and weekly programmes for flying, theoretical knowledge training and training in FSTDs, if applicable;				
	(ii) Bad weather constraints;				
	(iii) Programme constraints in terms of maximum student training times, (flying, theoretical knowledge, on FSTDs), for example per day, week or month;				
	(iv) Restrictions in respect of duty periods for students;				
	(v) Duration of dual and solo flights at various stages;				



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(vi) Maximum flying hours in any day or night; (vii) Maximum number of training flights in any day or night. (viii) Minimum rest period between duty periods.				
(7) Training records	(i) Rules for security of records and documents;			
	(ii) Attendance records;			
	(iii) The form of training records to be kept;			
	(iv) Persons responsible for checking records and students' log books;			
	(v) The nature and frequency of record checks;			
	(vi) Standardization of entries in training records;			
	(vii) Rules concerning log book entries.			
(8) Safety training	(i) Individual responsibilities;			
	(ii) Essential exercises;			
	(iii) Emergency drills (frequency);			
	(iv) Dual checks (frequency at various stages);			
	(v) Requirement before first solo day, night or navigation etc. if applicable			
(9) Tests and examinations	(i) Flying: (A) progress checks; (B) skill tests.			
	(ii) Theoretical Knowledge: (A) progress tests; (B) theoretical knowledge examinations.			
	(iii) Authorization for test;			
	(iv) Rules concerning refresher training before retest;			



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(v) Test reports and records;				
(vi) Procedures for examination paper preparation, type of question and assessment, standard required for 'pass';				
(vii) Procedure for question analysis and review and for raising replacement papers;				
(viii) Examinations resit procedures.				
(10) Training effectiveness	(i) Individual responsibilities;			
	(ii) General assessment;			
	(iii) Liaison between departments;			
	(iv) Identification of unsatisfactory progress (individual students);			
	(v) Actions to correct unsatisfactory progress;			
	(vi) Procedure for changing instructors;			
	(vii) Maximum number of instructor changes per student;			
	(viii) Internal feedback system for detecting training deficiencies;			
	(ix) Procedure for suspending a student from training;			
	(x) Discipline;			
(11) Standards and level of performance at various stages	(i) Individual responsibilities;			
	(ii) Standardisation;			
	(iii) Standardisation requirements and procedures;			
	(iv) Application of test criteria.			
Part 2 - Briefing and Air Exercises				
(1) Air Exercise	A detailed statement of the content specification of all the air exercises to be taught, arranged in the sequence to be flown with main and subtitles.			



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(2) Air exercise reference list	An abbreviated list of the above exercises giving only main and subtitles for quick reference, and preferably in flip-card form to facilitate daily use by instructors.				
(3) Course structure: phase of training	A statement of how the course will be divided into phases, indication of how the above air exercises will be divided between the phases and how they will be arranged to ensure that they are completed in the most suitable learning sequence and that essential (emergency) exercises are repeated at the correct frequency.				
	Also, the syllabus hours for each phase and for groups of exercises within each phase shall be stated and when progress tests are to be conducted, etc.				
(4) Course structure: integration of syllabi	The manner in which theoretical knowledge and flying training in an aircraft or an FSTD will be integrated so that as the flying training exercises are carried out students will be able to apply the knowledge gained from the associated theoretical knowledge instruction and flight training.				
(5) Student progress	The requirement for student progress and include a brief but specific statement of what a student is expected to be able to do and the standard of proficiency he/she must achieve before progressing from one phase of air exercise training to the next. Include minimum experience requirements in terms of hours, satisfactory exercise completion, etc. as necessary before significant exercises for example night flying.				
(6) Instructional methods	The ATO requirements, particularly in respect of pre- and post-flying briefing, adherence to syllabi and training specifications, authorization of solo flights, etc.				



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(7) Progress tests	The instructions given to examining staff in respect of the conduct and documentation of all progress tests.				
(8) Glossary of terms	Definition of significant terms as necessary.				
(9) Appendices	(i) Progress test report forms;				
	(ii) Skill test report forms;				
	(iii) ATO certificates of experience, competence, etc. as required.				
Part 3 – Flight training in an FSTD, if applicable					
(1) Air Exercise	A detailed statement of the content specification of all the air exercises to be taught, arranged in the sequence to be flown with main and subtitles.				
(2) Air exercise reference list	An abbreviated list of the above exercises giving only main and subtitles for quick reference, and preferably in flip-card form to facilitate daily use by instructors.				
(3) Course structure: phase of training	A statement of how the course will be divided into phases, indication of how the above air exercises will be divided between the phases and how they will be arranged to ensure that they are completed in the most suitable learning sequence and that essential (emergency) exercises are repeated at the correct frequency. Also, the syllabus hours for each phase and for groups of exercises within each phase shall be stated and when progress tests are to be conducted, etc.				
(4) Course structure: integration of syllabi	The manner in which theoretical knowledge and flying training in an aircraft or an FSTD will be integrated so that as the flying training exercises are carried out students will be able to apply the knowledge				



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	gained from the associated theoretical knowledge instruction and flight training.				
(5) Student progress	The requirement for student progress and include a brief but specific statement of what a student is expected to be able to do and the standard of proficiency he/she must achieve before progressing from one phase of air exercise training to the next. Include minimum experience requirements in terms of hours, satisfactory exercise completion, etc. as necessary before significant exercises for example night flying.				
(6) Instructional methods	The ATO requirements, particularly in respect of pre- and post-flying briefing, adherence to syllabi and training specifications, authorization of solo flights, etc.				
(7) Progress tests	The instructions given to examining staff in respect of the conduct and documentation of all progress tests.				
(8) Glossary of terms	Definition of significant terms as necessary.				
(9) Appendices	(i) Progress test report forms;				
	(ii) Skill test report forms;				
	(iii) ATO certificates of experience, competence, etc. as required.				
Part 4 - Theoretical knowledge instruction					
(1) Structure of the theoretical knowledge course	A statement of the structure of the course, including the general sequence of the topics to be taught in each subject, the time allocated to each topic, the breakdown per subject and an example of a course schedule.				
	Distance learning courses should include instructions of the material to be studied for individual elements of the course.				



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			S	U	N/A
(2) Lesson Plans	A description of each lesson or group of lessons including teaching materials, training aids, progress test organisation and inter-connection of topics with other subjects.				
(3) Teaching materials	Specification of the training aids to be used (for example study materials, course manual references, exercises, self-study materials, demonstration equipment).				
(4) Student progress	The requirement for student progress, including a brief but specific statement of the standard that must be achieved and the mechanism for achieving this, before application for theoretical knowledge examinations.				
(5) Progress testing	The organization of progress testing in each subject, including topics covered, evaluation methods and documentation.				
(6) Review procedure	The procedure to be followed if the standard required at any stage of the course is not achieved, including an agreed action plan with remedial training if required.				



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TRI training course				
	Organization reference	RESULTS		
		S	U	N/A
FCL.920 Instructor competencies and assessment				
All instructors shall be trained to achieve the following competences: — Prepare resources, — Create a climate conducive to learning, — Present knowledge, — Integrate Threat and Error Management (TEM) and crew resource management, — Manage time to achieve training objectives, — Facilitate learning, — Assess trainee performance, — Monitor and review progress, — Evaluate training sessions, — Report outcome.				
FCL.930.TRI TRI — Training course				
(a) The TRI training course shall include, at least: (1) 25 hours of teaching and learning; (2) 10 hours of technical training, including revision of technical knowledge, the preparation of lesson plans and the development of classroom/simulator instructional skills; (3) 5 hours of flight instruction on the appropriate aircraft or a simulator representing that aircraft for single-pilot aircraft and 10 hours for multi-pilot aircraft or a simulator representing that aircraft.				
(b) Applicants holding or having held an instructor certificate shall be fully credited towards the requirement of (a)(1).				
(c) An applicant for a TRI certificate who holds an SFI certificate for the relevant type shall be fully credited towards the requirements of this paragraph for the issue of a TRI certificate restricted to flight instruction in simulators.				



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AMC1 FCL.930.TRI TRI — Training course	Organization reference	RESULTS		
		S	U	N/A
GENERAL				
(a) The aim of the TRI(A) training course is to train aeroplane licence holders to the level of competence defined in FCL.920 and adequate for a TRI.				
(b) The training course should develop safety awareness throughout by teaching the knowledge, skills and attitudes relevant to the TRI task, and should be designed to give adequate training to the applicant in theoretical knowledge instruction, flight instruction and FSTD instruction to instruct for an aeroplane type rating for which the applicant is qualified.				
(c) The TRI(A) training course should give particular emphasis to the role of the individual in relation to the importance of human factors in the manmachine environment and the role of CRM.				
(d) Special attention should be given to the applicant's maturity and judgment including an understanding of adults, their behavioural attitudes and variable levels of learning ability. During the training course the applicants should be made aware of their own attitudes to the importance of flight safety. It will be important during the training course to aim at giving the applicant the knowledge, skills and attitudes relevant to the role of the TRI.				
(e) For a TRI(A) the amount of flight training will vary depending on the complexity of the aeroplane type. A similar number of hours should be used for the instruction and practice of pre-flight and post flight briefing for each exercise. The flight instruction should aim to ensure that the applicant is able to teach the air exercises safely and efficiently and should be related to the type of aeroplane on which the applicant wishes to instruct. The content of the training programme should cover training exercises applicable to the aeroplane type as set out in the applicable type rating courses.				
(f) A TRI(A) may instruct in a TRI(A) course once he or she has conducted a minimum of four type rating instruction courses.				
(g) It is to be noted that airmanship is a vital ingredient of all flight operations. Therefore, in the following air exercises the relevant aspects of airmanship are to be stressed at the appropriate times during each flight.				
(h) The student instructor should learn how to identify common errors and how to correct them properly, which should be emphasised at all times.				
CONTENT				



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AMC1 FCL.930.TRI TRI — Training course	Organization reference	RESULTS		
		S	U	N/A
(i) The training course consists of three parts: (1) Part 1: teaching and learning instruction that should comply with AMC1 FCL.920; (2) Part 2: technical theoretical knowledge instruction (technical training); (3) Part 3: flight instruction.				
Part 1				
The content of the teaching and learning part of the FI training course, as established in AMC1 FCL.930.FI, should be used as guidance to develop the course syllabus.				
Part 2				
TECHNICAL THEORETICAL KNOWLEDGE INSTRUCTION SYLLABUS				
(a) The technical theoretical knowledge instruction should comprise of not less than 10 hours training to include the revision of technical knowledge, the preparation of lesson plans and the development of classroom instructional skills to enable the TRI(A) to instruct the technical theoretical knowledge syllabus.				
(b) If a TRI(A) certificate for MP aeroplanes is sought, particular attention should be given to multi-crew cooperation. If a TRI(A) certificate for SP aeroplanes is sought, particular attention should be given to the duty in SP operations.				
(c) The type rating theoretical syllabus should be used to develop the TRI(A)'s teaching skills in relation to the type technical course syllabus. The course instructor should deliver example lectures from the applicable type technical syllabus and the candidate instructor should prepare and deliver lectures on topics selected by the course instructor from the type rating course.				
Part 3				
FLIGHT INSTRUCTION SYLLABUS				
(a) The course should be related to the type of aeroplane on which the applicant wishes to instruct.				
(b) TEM, CRM and the appropriate use of behavioural markers should be integrated throughout.				



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		S	U	N/A
(c) The content of the training programme should cover all the significant exercises applicable to the aeroplane type.				
(d) The applicant for a TRI(A) certificate should be taught and made familiar with the device, its limitations, capabilities and safety features, and the instructor station, including emergency evacuation.				
FSTD TRAINING				
(e) The applicant for a TRI(A) certificate should be taught and made familiar with giving instruction from the instructor station. In addition, before being checked for base training instruction, the applicant for a TRI(A) should be taught and made familiar with giving instruction from all operating positions, including demonstrations of appropriate handling exercises.				
(f) Training courses should be developed to give the applicant experience in training a variety of exercises, covering both normal and abnormal operations. The syllabus should be tailored appropriate to the aeroplane type, using exercises considered more demanding for the student. This should include engine-out handling and engine-out operations in addition to representative exercises from the type transition course.				
(g) The applicant should be required to plan, brief, train and debrief sessions using all relevant training techniques.				
AEROPLANE TRAINING				
(h) The applicant for a TRI(A) certificate should receive instruction in an FFS to a satisfactory level in: <ul style="list-style-type: none"> (1) right hand seat familiarisation, which should include at least the following as pilot flying: <ul style="list-style-type: none"> (i) re-flight preparation and use of checklists; (ii) taxiing; (iii) take-off; (iv) rejected take-off; (v) engine failure during take-off, after v1; (vi) engine inoperative approach and go-around; 				



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AMC1 FCL.930.TRI TRI — Training course	Organization reference	RESULTS		
		S	U	N/A
(vii) one engine (critical) simulated inoperative landing; (viii) other emergency and abnormal operating procedures (as necessary). (2) aeroplane training techniques: (i) methods for giving appropriate commentary; (ii) particularities of handling the aeroplane in touch and go manoeuvres; (iii) intervention strategies developed from situations role-played by a TRI course instructor, taken from but not limited to: (A) take-off configuration warning; (B) over controlling; (C) high flare: long float; (D) long flare; (E) baulked landing; (F) immediate go-around from touch; (G) too high on approach: no flare; (H) incorrect configuration; (I) TAWS warning; (J) misuse of rudder; (K) over control in roll axis during flare; (L) incapacitation; (M) actual abnormal or emergencies.				
(i) Additionally, if the applicant is required to train emergency or abnormal procedures in an aeroplane, synthetic device training as follows: (1) appropriate methods and minimum altitudes for simulating failures; (2) incorrect rudder inputs;				



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AMC1 FCL.930.TRI TRI — Training course	Organization reference	RESULTS		
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(3) failure of a critical engine; (4) approach and full-stop landing with simulated engine-out.				
(j) In this case, the abnormal manoeuvres refer to engine-out handling as necessary for completion of type rating training. If the applicant is required to train other abnormal items in the transition course, additional training will be required.				
(k) Upon successful completion of the training above, the applicant should receive training in an aeroplane in-flight under the supervision of a TRI(A). At the completion of training the applicant instructor should be required to conduct a training flight under the supervision and to the satisfaction of a TRI(A) nominated for this purpose by the training organisation.				
(l) During this part of the training, special emphasis is to be placed on the: (1) circumstances in which actual feathering and un-feathering practice will be done, for example safe altitude; compliance with regulations about minimum altitude or height for feathering practice, weather conditions, distance from nearest available aerodrome. (2) procedure to use for instructor and student co-operation, for example the correct use of touch drills and the prevention of misunderstandings, especially during feathering and unfeathering practice and when zero thrust is being used for asymmetric circuits. This procedure is to include positive agreement as to which engine is being shut down or re-started or set at zero thrust and identifying each control and naming the engine it is going to affect. (3) consideration to be given to avoid over-working the operating engine, and the degraded performance when operating the aeroplane during asymmetric flight. (4) need to use the specific checklist for the aeroplane type.				
LONG BRIEFINGS:				
(m) Flight on asymmetric power (1) introduction to asymmetric flight; (2) feathering the propeller: method of operation;				



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AMC1 FCL.930.TRI TRI — Training course	Organization reference	RESULTS		
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(3) effects on aeroplane handling at cruising speed; (4) introduction to effects upon aeroplane performance; (5) note foot load to maintain a constant heading (no rudder trim); (6) un-feathering the propeller: regain normal flight; (7) finding the zero thrust setting: comparison of foot load when feathered and with zero thrust set. (8) effects and recognition of engine failure in level flight; (9) the forces and the effects of yaw; (10) types of failure: (i) sudden or gradual; (ii) complete or partial. (11) yaw, direction and further effects of yaw; (12) flight instrument indications; (13) identification of failed engine; (14) the couples and residual out of balance forces: resultant flight attitude; (15) use of rudder to counteract yaw; (16) use of aileron: dangers of misuse; (17) use of elevator to maintain level flight; (18) use of power to maintain a safe air speed and altitude; (19) supplementary recovery to straight and level flight: simultaneous increase of speed and reduction in power; (20) identification of failed engine: = idle engine; (21) use of engine instruments for identification: (i) fuel pressure or flow; (ii) RPM gauge response effect of CSU action at lower and higher air speed; (iii) engine temperature gauges. (22) confirmation of identification: close the throttle of identified failed engine; (23) effects and recognition of engine failure in turns; (24) identification and control;				



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(25) side forces and effects of yaw.				
(n) During turning flight: (1) effect of 'inside' engine failure: effect sudden and pronounced; (2) effect of 'outside' engine failure: effect less sudden and pronounced; (3) the possibility of confusion in identification (particularly at low power): (i) correct use of rudder; (ii) possible need to return to lateral level flight to confirm correct identification; (4) visual and flight instrument indications; (5) effect of varying speed and power; (6) speed and thrust relationship; (7) at normal cruising speed and cruising power: engine failure clearly recognised; (8) at low safe speed and climb power: engine failure most positively recognised; (9) high speed descent and low power: possible failure to notice asymmetry (engine failure);				
(o) Minimum control speeds: (1) ASI colour coding: red radial line Note: this exercise is concerned with the ultimate boundaries of controllability in various conditions that a student can reach in a steady asymmetric power state, approached by a gradual speed reduction. Sudden and complete failure should not be given at the flight manual v_{mca} . The purpose of the exercise is to continue the gradual introduction of a student to control an aeroplane in asymmetric power flight during extreme or critical situations. It is not a demonstration of v_{mca} . (2) techniques for assessing critical speeds with wings level and recovery – dangers involved when minimum control speed and the stalling speed are very close: use of v_{sse} ; (3) establish a minimum control speed for each asymmetrically disposed engine: to establish critical engine (if applicable); (4) effects on minimum control speeds of: (i) bank;				



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(ii) zero thrust setting; (iii) take-off configuration: (A) landing gear down and take-off flap set; (B) landing gear up and take-off flap set. Note: it is important to appreciate that the use of 5 ° of bank towards the operating engine produces a lower vmca and also a better performance than that obtained with the wings held level. It is now normal for manufacturers to use 5 ° of bank in this manner when determining the v _{mca} for the specific type. Thus the v _{mca} quoted in the aeroplane manual will have been obtained using the technique.				
(p) Feathering and un-feathering: (1) minimum heights for practising feathering or un-feathering drills; (2) engine handling: precautions (overheating, icing conditions, priming, warm up and method of simulating engine failure: reference to aircraft engine manual and service instructions and bulletins).				
(q) Engine failure procedure: (1) once the maintenance of control has been achieved, the order in which the procedures are carried out will be determined by the phase of operation and the aircraft type; (2) flight phase: (i) in cruising flight; (ii) critical phase such as immediately after take-off or during the approach to landing or during a go-around.				
(r) Aircraft type Variations will inevitably occur in the order of certain drills and checks due to differences between aeroplane types and perhaps between models of the same type. The flight manual or equivalent document (for example owner's manual or pilot's operating handbook) is to be consulted to establish the exact order of these procedures. For example, one flight manual or equivalent document (for example owner's manual				



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AMC1 FCL.930.TRI TRI — Training course	Organization reference	RESULTS		
		S	U	N/A
<p>or pilot's operating handbook) may call for the raising of flaps and landing gear before feathering, whilst another may recommend feathering as a first step. The reason for this latter procedure could be due to the fact that some engines cannot be feathered if the rpm drops below a certain figure.</p> <p>Again, in some aeroplanes, the raising of the landing gear may create more drag during retraction due to the transient position of the landing gear doors and as a result of this retraction would best be left until feathering has been accomplished and propeller drag reduced. Therefore, the order in which the drills and checks are shown in this syllabus under immediate and subsequent actions are to be used as a general guide only and the exact order of precedence is determined by reference to the flight manual or equivalent document (for example owner's manual or pilot's operating handbook) for the specific aeroplane type being used on the course.</p>				
<p>(s) In-flight engine failure in cruise or other flight phase not including takeoff or landing:</p> <p>(1) immediate actions:</p> <p>(i) recognition of asymmetric condition;</p> <p>(ii) identification and confirmation of failed engine:</p> <p>(A) idle leg = idle engine;</p> <p>(B) closing of throttle for confirmation.</p> <p>(iii) cause and fire check:</p> <p>(A) typical reasons for failure;</p> <p>(B) methods of rectification.</p> <p>(iv) feathering decision and procedure:</p> <p>(A) reduction of other drag;</p> <p>(B) need for speed but not haste;</p> <p>(C) use of rudder trim.</p>				



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TRI tečajeva osposobljavanja

*Application / Compliance Checklist for
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TRI training course - AEROPLANES		N/A <input type="checkbox"/>		
AMC1 FCL.930.TRI TRI — Training course	Organization reference	RESULTS		
		S	U	N/A
(2) subsequent actions: (i) live engine: (A) temperature, pressures and power; (B) remaining services; (C) electrical load: assess and reduce as necessary; (D) effect on power source for air driven instruments; (E) landing gear; (F) flaps and other services. (ii) re-plan flight: (A) ATC and weather; (B) terrain clearance, SE cruise speed; (C) decision to divert or continue. (iii) fuel management: best use of remaining fuel; (iv) dangers of re-starting damaged engine; (v) action if unable to maintain altitude: effect of altitude on power available; (vi) effects on performance; (vii) effects on power available and power required; (viii) effects on various airframe configuration and propeller settings; (ix) use of flight or owner's manual: (A) cruising; (B) climbing: ASI colour coding (blue line); (C) descending; (D) turning. (x) 'live' engine limitations and handling;				



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 TRI courses approval*

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AMC1 FCL.930.TRI TRI — Training course	Organization reference	RESULTS		
		S	U	N/A
(xi) take-off and approach: control and performance;				
(t) Significant factors: (1) significance of take-off safety speed: (i) effect of landing gear, flap, feathering, take-off, trim setting and systems for operating landing gear and flaps; (ii) effect on mass, altitude and temperature (performance). (2) significance of best SE climb speed (v_{yse}): (i) acceleration to best engine climb speed and establishing a positive climb; (ii) relationship of SE climb speed to normal climb speed; (iii) action if unable to climb. (3) significance of asymmetric committal height and speed: action if baulked below asymmetric committal height;				
(u) Engine failure during take-off: (1) below vmca or unstick speed: (i) accelerate or stop distance considerations; (ii) prior use of flight manual data if available. (2) above vmca or unstick speed and below safety speed; (3) immediate re-landing or use of remaining power to achieve forced landing; (4) considerations: (i) degree of engine failure; (ii) speed at the time; (iii) mass, altitude, temperature (performance); (iv) configuration; (v) length of runway remaining;				



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AMC1 FCL.930.TRI TRI — Training course	Organization reference	RESULTS		
		S	U	N/A
(vi) position of any obstacles ahead;				
(v) Engine failure after take-off: (1) simulated at a safe height and at or above take-off safety speed; (2) considerations: (i) need to maintain control; (ii) use of bank towards operating engine; (iii) use of available power achieving best SE climb speed; (iv) mass, altitude, temperature (performance); (v) effect of prevailing conditions and circumstances. (3) Immediate actions: (i) maintenance of control, including air speed and use of power; (ii) recognition of asymmetric condition; (iii) identification and confirmation of failed engine; (iv) feathering and removal of drag (procedure for type); (v) establishing best SE climb speed. (4) Subsequent actions: whilst carrying out an asymmetric power climb to the downwind position at SE best rate of climb speed: (i) cause and fire check; (ii) live engine, handling considerations; (iii) remaining services; (iv) ATC liaison; (v) fuel management. Note: these procedures are applicable to aeroplane type and flight situation.				
(w) Asymmetric committal height:				



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AMC1 FCL.930.TRI TRI — Training course	Organization reference	RESULTS		
		S	U	N/A
<p>(1) Asymmetric committal height is the minimum height needed to establish a positive climb whilst maintaining adequate speed for control and removal of drag during an approach to a landing. Because of the significantly reduced performance of many CS-23 aeroplanes when operating on one engine, consideration is to be given to a minimum height from which it would be safely possible to attempt a go-around procedure, during an approach when the flight path will have to be changed from a descent to a climb with the aeroplane in a high drag configuration. Due to the height loss which will occur during the time that the operating engine is brought up to full power, landing gear and flap retracted, and the aeroplane established in a climb at v_{yse} a minimum height (often referred to as 'asymmetric committal height') is to be selected, below which the pilot should not attempt to take the aeroplane round again for another circuit. This height will be compatible with the aeroplane type, all up weight, altitude of the aerodrome being used, air temperature, wind, the height of obstructions along the climb out path, and pilot competence.</p> <p>(2) Circuit approach and landing on asymmetric power:</p> <ul style="list-style-type: none"> (i) definition and use of asymmetric committal height; (ii) use of standard pattern and normal procedures; (iii) action if unable to maintain circuit height; (iv) speed and power settings required; (v) decision to land or go-around at asymmetric committal height: factors to be considered; <p>(3) Undershooting: importance of maintaining correct air speed, (not below v_{yse}).</p>				
<p>(x) Speed and heading control:</p> <ul style="list-style-type: none"> (1) height, speed and power relationship: need for minimum possible drag; (2) establishing positive climb at best SE rate of climb speed: <ul style="list-style-type: none"> (i) effect of availability of systems, power for flap and landing gear; 				



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AMC1 FCL.930.TRI TRI — Training course	Organization reference	RESULTS		
		S	U	N/A
(ii) operation and rapid clean up. Note 1: The air speed at which the decision is made to commit the aeroplane to a landing or to go-around should normally be the best SE rate of climb speed and in any case not less than the safety speed. Note 2: On no account should instrument approach 'decision height' and its associated procedures be confused with the selection of minimum height for initiating a go-around in asymmetric power flight.				
(y) Engine failure during an all engines approach or missed approach: (1) use of asymmetric committal height and speed considerations; (2) speed and heading control: decision to attempt a landing, go-around or force land as circumstances dictate. Note: at least one demonstration and practice of engine failure in this situation should be performed during the course.				
(z) Instrument flying on asymmetric power: (1) considerations relating to aircraft performance during: (i) straight and level flight; (ii) climbing and descending; (iii) standard rate turns; (iv) level, climbing and descending turns including turns onto preselected headings. (2) vacuum operated instruments: availability; (3) electrical power source.				
ADDITIONAL TRAINING FOR PRIVILEGES TO CONDUCT LINE FLYING UNDER SUPERVISION				
(aa) In order to be able to conduct line flying under supervision, as provided in FCL.910.TRI(a), the TRI should have received the additional training described in paragraph (k) of this AMC.				
TRAINING WHERE NO FSTD EXISTS				



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TRI training course - AEROPLANES		N/A <input type="checkbox"/>		
AMC1 FCL.930.TRI TRI — Training course	Organization reference	RESULTS		
		S	U	N/A
(ab) Where no FSTD exists for the type for which the certificate is sought, a similar course of training should be conducted in the applicable aeroplane type. This includes all elements listed under this sub paragraph, the synthetic device elements being replaced with appropriate exercises in an aeroplane of the applicable type.				

TRI training course - HELICOPTERS		N/A <input type="checkbox"/>		
AMC2 FCL.930.TRI TRI — training course	Organization reference	RESULTS		
		S	U	N/A
GENERAL				
(a) The aim of the TRI(H) course is to train helicopter licence holders to the level of competence defined in FCL.920 and adequate for a TRI.				
(b) The training course should develop safety awareness throughout by teaching the knowledge, skills and attitudes relevant to the TRI(H) task, and should be designed to give adequate training to the applicant in theoretical knowledge instruction, flight instruction and FSTD instruction to instruct for a helicopter type rating for which the applicant is qualified.				
(c) The TRI(H) training course should give particular emphasis to the role of the individual in relation to the importance of human factors in the manmachine environment and the role of CRM.				
(d) Special attention should be given to the applicant's maturity and judgment including an understanding of adults, their behavioural attitudes and variable levels of learning ability. During the training course the applicants should be made aware of their own attitudes to the importance of flight safety. It will be important during the course of training to aim at giving the applicant the knowledge, skills and attitudes relevant to the role of the TRI.				
(e) For a TRI(H) certificate the amount of flight training will vary depending on the complexity of the helicopter type.				
(f) A similar number of hours should be used for the instruction and practice of pre-flight and post flight briefing for each exercise. The flight instruction should aim to ensure that the applicant is able to teach the				



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TRI training course - HELICOPTERS		N/A <input type="checkbox"/>		
AMC2 FCL.930.TRI TRI — training course	Organization reference	RESULTS		
		S	U	N/A
air exercises safely and efficiently and should be related to the type of helicopter on which the applicant wishes to instruct. The content of the training program should cover training exercises applicable to the helicopter type as set out in the applicable type rating course syllabus.				
(g) A TRI(H) may instruct in a TRI(H) course once he or she has conducted a minimum of four type rating instruction courses.				
CONTENT				
(h) The training course consists of three parts: (1) Part 1: teaching and learning, that should comply with AMC1 FCL.920; (2) Part 2: technical theoretical knowledge instruction (technical training); (3) Part 3: flight instruction.				
Part 1				
The content of the teaching and learning part of the FI training course, as established in AMC1 FCL.930.FI, should be used as guidance to develop the course syllabus.				
Part 2				
TECHNICAL THEORETICAL KNOWLEDGE INSTRUCTION SYLLABUS				
(a) The technical theoretical knowledge instruction should comprise of not less than 10 hours training to include the revision of technical knowledge, the preparation of lesson plans and the development of classroom instructional skills to enable the TRI(H) to instruct the technical theoretical knowledge syllabus.				
(b) If a TRI(H) certificate for MP helicopters is sought, particular attention should be given to multi-crew cooperation.				
(c) The type rating theoretical syllabus should be used to develop the TRI(H)'s teaching skills in relation to the type technical course syllabus. The course instructor should deliver example lectures from the applicable type technical syllabus and the candidate instructor should prepare and deliver lectures on topics selected by the course instructor from the subject list below:				



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TRI training course - HELICOPTERS		N/A <input type="checkbox"/>		
AMC2 FCL.930.TRI TRI — training course	Organization reference	RESULTS		
		S	U	N/A
(1) helicopter structure, transmissions, rotor and equipment, normal and abnormal operation of systems: (i) dimensions; (ii) engine including aux. power unit, rotors and transmissions; (iii) fuel system; (iv) air-conditioning; (v) ice protection, windshield wipers and rain repellent; (vi) hydraulic system; (vii) landing gear; (viii) flight controls, stability augmentation and autopilot systems; (ix) electrical power supply; (x) flight instruments, communication, radar and navigation equipment; (xi) cockpit, cabin and cargo compartment; (xii) emergency equipment. (2) limitations: (i) general limitations, according to the helicopter flight manual; (ii) minimum equipment list. (3) performance, flight planning and monitoring: (i) performance; (ii) light planning. (4) load and balance and servicing: (i) load and balance; (ii) servicing on ground; (5) emergency procedures; (6) special requirements for helicopters with EFIS;				



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TRI training course - HELICOPTERS		N/A <input type="checkbox"/>		
AMC2 FCL.930.TRI TRI — training course	Organization reference	RESULTS		
		S	U	N/A
(7) optional equipment.				
Part 3				
FLIGHT INSTRUCTION SYLLABUS				
(a) The amount of flight training will vary depending on the complexity of the helicopter type. At least 5 hours flight instruction for a SP helicopter and at least 10 hours for a MP ME helicopter should be counted. A similar number of hours should be used for the instruction and practice of pre-flight and post flight briefing for each exercise. The flight instruction should aim to ensure that the applicant is able to teach the air exercises safely and efficiently and related to the type of helicopter on which the applicant wishes to instruct. The content of the training programme should only cover training exercises applicable to the helicopter type as set out in Appendix 9 to Part-FCL.				
(b) If a TRI(H) certificate for MP helicopters is sought, particular attention should be given to MCC.				
(c) If a TRI(H) certificate for revalidation of instrument ratings is sought, then the applicant should hold a valid instrument rating.				
(c) If a TRI(H) certificate for revalidation of instrument ratings is sought, then the applicant should hold a valid instrument rating.				
FLIGHT OR FSTD TRAINING				
(d) The training course should be related to the type of helicopter on which the applicant wishes to instruct.				
(e) For MP helicopter type ratings MCC, CRM and the appropriate use of behavioural markers should be integrated throughout.				
(f) The content of the training programme should cover identified and significant exercises applicable to the helicopter type.				
FSTD TRAINING				



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TRI training course - HELICOPTERS		N/A <input type="checkbox"/>		
AMC2 FCL.930.TRI TRI — training course	Organization reference	RESULTS		
		S	U	N/A
(g) The applicant for a TRI(H) certificate should be taught and made familiar with the device, its limitations, capabilities and safety features, and the instructor station.				
(h) The applicant for a TRI(H) certificate should be taught and made familiar with giving instruction from the instructor station seat as well as the pilot's seats, including demonstrations of appropriate handling exercises.				
(i) Training courses should be developed to give the applicant experience in training a variety of exercises, covering both normal and abnormal operations. The syllabus should be tailored appropriate to the helicopter type, using exercises considered more demanding for the student. This should include engine-out handling and engine-out operations in addition to representative exercises from the type transition course.				
(j) The applicant should be required to plan, brief, train and debrief sessions using all relevant training techniques.				
HELICOPTER TRAINING				
(k) The applicant for a TRI(H) certificate should receive instruction in an FSTD to a satisfactory level in: (1) left hand seat familiarisation, and in addition right hand seat familiarisation where instruction is to be given to co-pilots operating in the left hand seat, which should include at least the following as pilot flying: (i) pre-flight preparation and use of checklists; (ii) taxiing: ground and air; (iii) take-off and landings; (iv) engine failure during take-off, before DPATO; (v) engine failure during take-off, after DPATO; (vi) engine inoperative approach and go-around; (vii) one engine simulated inoperative landing; (viii) autorotation to landing or power recovery; (ix) other emergency and abnormal operating procedures (as necessary); (x) instrument departure, approach and go-around with one engine simulated inoperative should be covered where TRI(H) privileges include giving instrument instruction for the extension of an IR(H) to				



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TRI training course - HELICOPTERS		N/A <input type="checkbox"/>		
AMC2 FCL.930.TRI TRI — training course	Organization reference	RESULTS		
		S	U	N/A
additional types. (2) helicopter training techniques: (i) methods for giving appropriate commentary; (ii) instructor demonstrations of critical manoeuvres with commentary; (iii) particularities and safety considerations associated with handling the helicopter in critical manoeuvres such as one-engine inoperative and autorotation exercises; (iv) where relevant, the conduct of instrument training with particular emphasis on weather restrictions, dangers of icing and limitations on the conduct of critical manoeuvres in instrument meteorological conditions; (v) intervention strategies developed from situations role-played by a TRI(H) course instructor, taken from but not limited to: (A) incorrect helicopter configuration; (B) over controlling; (C) incorrect control inputs; (D) excessive flare close to the ground; (E) one-engine-inoperative take-off and landings; (F) incorrect handling of autorotation; (G) static or dynamic rollover on take-off or landing; (H) too high on approach with associated danger of vortex ring or settling with power; (I) incapacitation; (L) abnormal and emergency procedures and appropriate methods and minimum altitudes for simulating failures in the helicopter; (M) failure of the driving engine during OEI manoeuvres.				
(I) Upon successful completion of the training above, the applicant should receive sufficient training in an helicopter in-flight under the supervision of a TRI(H) to a level where the applicant is able to conduct the critical items of the type rating course to a safe standard. Of the minimum course requirements of 5 hours flight training for a SP helicopter or 10 hours for a MP helicopter, up to 3 hours of this may be conducted in an FSTD.				



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TRI training course - HELICOPTERS		N/A <input type="checkbox"/>		
AMC2 FCL.930.TRI TRI — training course	Organization reference	RESULTS		
		S	U	N/A
TRAINING WHERE NO FSTD EXISTS				
(m) Where no FSTD exists for the type for which the TRI(H) certificate is sought, a similar course of training should be conducted in the applicable helicopter type. This includes all elements listed under sub paragraphs (k)(1) and (2) of this AMC, the FSTD elements being replaced with appropriate exercises in a helicopter of the applicable type, subject to any restrictions placed on the conduct of critical exercises associated with helicopter flight manual limitations and safety considerations.				

Instructor certificates				
GM1 FCL.900 Instructor certificates	Organization reference	RESULTS		
		S	U	N/A
GENERAL				
(a) Nine instructor categories are recognised: (1) FI certificate: aeroplane (FI(A)), helicopter (FI(H)), airship (FI(As)), sailplane (FI(S)) and balloon (FI(B)); (2) TRI certificate: aeroplane (TRI(A)), helicopter (TRI(H)), powered-lift aircraft (TRI(PL)); (3) CRI certificate: aeroplane (CRI(A)); (4) IRI certificate: aeroplane (IRI(A)), helicopter (IRI(H)) and airship (IRI(As)); (5) SFI certificate: aeroplane (SFI(A)), helicopter (SFI(H)) and powered-lift aircraft (SFI(PL)); (6) MCCI certificate: aeroplanes (MCCI(A)), helicopters (MCCI(H)), powered-lift aircraft(MCCI(PL)) and airships (MCCI(As)); (7) STI certificate: aeroplane (STI(A)) and helicopter (STI(H)); (8) MI certificate: (MI); (9) FTI certificate: (FTI). (b) For categories (1) to (4) and for (8) and (9) the applicant needs to hold a pilot licence. For categories (5) to (7) no licence is needed, only an instructor certificate. (c) A person may hold more than one instructor certificate.				



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Naziv organizacije:		
Datum podnošenja zahtjeva:		
	Ime i prezime:	Potpis:
Šef školstva (Head of Training):		
Voditelj nadgledanja usklađenosti (Compliance Monitoring Manager):		
Odgovorni rukovoditelj (Accountable Manager):		

Position	Name and Surname	Signature	Date
CCAA Inspector			
CCAA Inspector			

Note: CCAA Inspector shall provide detailed list of non-compliances, if found.