



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje tečaja osposobljavanja za tip – helikopter (H)  
*Application / Compliance Checklist for  
Type Rating Courses Helicopters (H) 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. Na sljedećoj stranici potrebno je označiti za koji tečaj osposobljavanja se traži odobrenje i navesti za koji tip.

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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	<i>Name of the training course</i>	<i>Aircrew Regulation reference</i>
<input type="checkbox"/>	<i>Type Rating Course Single Engine Piston or Single Engine Turbine Helicopter (specific type: _____)</i>	<ul style="list-style-type: none"><li>• FCL.700; GM1 FCL.700; FCL.720.H; FCL.725; AMC2 FCL.725(a); GM1 FCL.710; AMC1 FCL.725(a)</li><li>• ORA ATO.125; AMC1 ORA.ATO.125; AMC3 ORA.ATO.125;</li></ul>
<input type="checkbox"/>	<i>Type Rating Course Multi Engine Single Pilot Helicopter (specific type: _____)</i>	<ul style="list-style-type: none"><li>• FCL.700; GM1 FCL.700; FCL.720.H; FCL.725; AMC2 FCL.725(a); GM1 FCL.710; AMC1 FCL.725(a)</li><li>• ORA ATO.125; AMC1 ORA.ATO.125; AMC3 ORA.ATO.125</li></ul>
<input type="checkbox"/>	<i>Type Rating Course Multi Engine Multi Pilots Helicopters (specific type: _____)</i>	<ul style="list-style-type: none"><li>• FCL.700; GM1 FCL.700; FCL.720.H; FCL.725; AMC2 FCL.725(a); GM1 FCL.710; AMC1 FCL.725(a)</li><li>• ORA ATO.125; AMC1 ORA.ATO.125; AMC3 ORA.ATO.125</li></ul>
<input type="checkbox"/>	<i>Type Rating Course Multi Engine Multi Pilots Helicopters combined with MCC (specific type: _____)</i>	<ul style="list-style-type: none"><li>• FCL.700; GM1 FCL.700; FCL.720.H; FCL.725; AMC2 FCL.725(a); GM1 FCL.710; FCL.735.H; AMC1 FCL.725(a)</li><li>• ORA ATO.125; AMC1 ORA.ATO.125; AMC3 ORA.ATO.125</li></ul>



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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
<b>Part 1 – The training plan</b>							
(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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TRAINING MANUAL		Obligatory		
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		S	U	N/A
(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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Ref.: AMC&GM to Part-ORA; Subpart ATO; Section II; AMC1 ORA.ATO.230 (a)	Organization reference	RESULTS		
		S	U	N/A
(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;			
	(xi) Reporting and documentation.			
(11) Standards and level of performance at various stages	(i) Individual responsibilities;			
	(ii) Standardisation;			
	(iii) Standardisation requirements and procedures;			
	(iv) Application of test criteria.			
<b>Part 2 - Briefing and Air Exercises</b>				
(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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		RESULTS		
		S	U	N/A
(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.			
(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.			



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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
(9) Appendices	(i) Progress test report forms;				
	(ii) Skill test report forms;				
	(iii) ATO certificates of experience, competence, etc. as required.				
<b>Part 3 – Flight training in an FSTD, if applicable</b>					
(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 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				



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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
	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.			
<b>Part 4 - Theoretical knowledge instruction</b>				
(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.			
(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.			





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Ref.: AMC&GM to Part-ORA; Subpart ATO; Section II; AMC1 ORA.ATO.230 (a)		RESULTS		
		S	U	N/A
(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.			

GENERAL		RESULTS		
		Organization reference		
		S	U	N/A
<b>Section 1 – General</b>				
<b>FCL.700 Circumstances in which class or type ratings are required</b>				
(a) Except in the case of the LAPL, SPL and BPL, holders of a pilot licence shall not act in any capacity as pilots of an aircraft unless they have a valid and appropriate class or type rating, except when undergoing skill tests, or proficiency checks for renewal of class or type ratings, or receiving flight instruction. (b) Notwithstanding (a), in the case of flights related to the introduction or modification of aircraft types, pilots may hold a special certificate given by the competent authority, authorising them to perform the flights. This authorisation shall have its validity limited to the specific flights. (c) Without prejudice to (a) and (b), in the case of flights related to the introduction or modification of aircraft types conducted by design or production organisations within the scope of their privileges, as well as instruction flights for the issue of a flight test rating, when the requirements of this Subpart may not be complied with, pilots may hold a flight test rating issued in accordance with FCL.820.				
<b>GM1 FCL.700 Circumstances in which class or type ratings are required</b>				
- List of class and Type Ratings - Additional class and type rating lists and endorsement lists are published by the EASA				



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GENERAL	Organization reference	RESULTS		
		S	U	N/A
<b>FCL.720.H Experience requirements and prerequisites for the issue of type ratings — helicopters</b>				
Unless otherwise determined in the operational suitability data established in accordance with Part-21, an applicant for the issue of the first helicopter type rating shall comply with the following experience requirements and prerequisites for the issue of the relevant rating:				
(a) Multi-pilot helicopters. An applicant for the first type rating course for a multi-pilot helicopter type shall: <ol style="list-style-type: none"> <li>(1) have at least 70 hours as PIC on helicopters;</li> <li>(2) except when the type rating course is combined with an MCC course:               <ol style="list-style-type: none"> <li>(i) hold a certificate of satisfactory completion of an MCC course in helicopters; or</li> <li>(ii) have at least 500 hours as a pilot on multi-pilot aeroplanes; or</li> <li>(iii) have at least 500 hours as a pilot in multi-pilot operations on multi-engine helicopters;</li> </ol> </li> <li>(3) have passed the ATPL(H) theoretical knowledge examinations.</li> </ol>				
(b) An applicant for the first type rating course for a multi-pilot helicopter type who is a graduate from an ATP(H)/IR, ATP(H), CPL(H)/IR or CPL(H) integrated course and who does not comply with the requirement of (a)(1), shall have the type rating issued with the privileges limited to exercising functions as co-pilot only. The limitation shall be removed once the pilot has: <ol style="list-style-type: none"> <li>(1) completed 70 hours as PIC or pilot-in-command under supervision of helicopters;</li> <li>(2) passed the multi-pilot skill test on the applicable helicopter type as PIC.</li> </ol>				
(c) Single-pilot multi-engine helicopters. An applicant for the issue of a first type rating for a single-pilot multi-engine helicopter shall: <ol style="list-style-type: none"> <li>(1) before starting flight training:               <ol style="list-style-type: none"> <li>(i) have passed the ATPL(H) theoretical knowledge examinations; or</li> <li>(ii) hold a certificate of completion of a pre-entry course conducted by an ATO. The course shall cover the following subjects of the ATPL(H) theoretical knowledge course:                   <ul style="list-style-type: none"> <li>— Aircraft General Knowledge: airframe/systems/power plant, and instrument/electronics,</li> <li>— Flight Performance and Planning: mass and balance, performance;</li> </ul> </li> </ol> </li> </ol>				



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GENERAL	Organization reference	RESULTS		
		S	U	N/A
(2) in the case of applicants who have not completed an ATP(H)/IR, ATP(H), or CPL(H)/IR integrated training course, have completed at least 70 hours as PIC on helicopters.				
<b>FCL.725 Requirements for the issue of class and type ratings</b>				
<ul style="list-style-type: none"> <li>- An applicant shall complete a training course at an ATO.</li> <li>- The type rating training course shall include the mandatory training elements for the relevant type as defined in the operational suitability data established in accordance with Part-21.</li> <li>- Theoretical knowledge examination. The applicant for a class or type rating shall pass a theoretical knowledge examination organised by the ATO</li> <li>- For multi-pilot aircraft, the theoretical knowledge examination shall be written and comprise at least 100 multiple-choice questions distributed appropriately across the main subjects of the syllabus</li> <li>- For single-pilot multi-engine aircraft, the theoretical knowledge examination shall be written and the number of multiple-choice questions shall depend on the complexity of the aircraft</li> <li>- For single-pilot aeroplanes that are classified as high performance aeroplanes, the examination shall be written and comprise at least 60 multiple-choice questions distributed appropriately across the main subjects of the syllabus</li> <li>- Skill test. An applicant for a class or type rating shall pass a skill test. The applicant shall pass the skill test within a period of 6 months after commencement of the class or type rating training course and within a period of 6 months preceding the application for the issue of the class or type rating</li> </ul>				
<b>ORA.ATO.125 Training programme</b>				



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GENERAL	Organization reference	RESULTS		
		S	U	N/A
(a) A training programme shall be developed for each type of course offered. (b) The training programme shall comply with the requirements of Part-FCL and, in the case of flight test training, the relevant requirements of Part-21.				
<b>AMC1 ORA.ATO.125 Training programme</b>				
Flight training in an FSTD and theoretical knowledge instruction should be phased in such a manner as to ensure that students are able to apply to flight exercises the knowledge gained on the ground. Arrangements should be made so that problems encountered during instruction can be resolved during subsequent training.				
<b>AMC2 FCL.725(a) Requirements for the issue of class and type ratings - FLIGHT INSTRUCTION FOR TYPE RATINGS: HELICOPTERS</b>				
(a) The amount of flight instruction depends on: (i) complexity of the helicopter type, handling characteristics, level of technology; (ii) category of helicopter (SEP or SE turbine helicopter, ME turbine and MP helicopter); (iii) previous experience of the applicant; (iv) the availability of FSTDs. (b) FSTDs The level of qualification and the complexity of the type will determine the amount of practical training that may be accomplished in FSTDs, including completion of the skill test. Before undertaking the skill test, a student should demonstrate competency in the skill test items during the practical training. (c) Initial issue The flight instruction (excluding skill test) should comprise:				



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GENERAL			Organization reference	RESULTS		
				S	U	N/A
Helicopter types	In helicopter	In helicopter and FSTD associated training Credits				
SEP (H)	5 hrs	Using FFS C/D: At least 2 hrs helicopter and at least 6 hrs total Using FTD 2/3: At least 4 hrs helicopter and at least 6 hrs total				
SET(H) under 3175 kg MTOM	5 hrs	Using FFS C/D: At least 2 hrs helicopter and at least 6 hrs total Using FTD 2/3: At least 4 hrs helicopter and at least 6 hrs total				
SET(H) at or over 3175 kg MTOM	8 hrs	Using FFS C/D: At least 2 hrs helicopter and at least 10 hrs total Using FTD 2/3: At least 4 hrs helicopter and at least 10 hrs total				
SPH MET (H) CS and FAR 27 and 29	8 hrs	Using FFS C/D: At least 2 hrs helicopter and at least 10 hrs total Using FTD 2/3: At least 4 hrs helicopter and at least 10 hrs total				
MPH	10 hrs	Using FFS C/D: At least 2 hrs helicopter, and at least 12 hrs total Using FTD 2/3: At least 4 hrs helicopter, and at least 12 hrs total				
(d) Additional types The flight instruction (excluding skill test) should comprise:						



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				S	U	N/A
Helicopter types	In helicopter	In helicopter and FSTD associated training Credits				
SEP(H) to SEP(H) within AMC1 FCL.740.H (a)(3)	2 hrs	Using FFS C/D: At least 1 hr helicopter and at least 3 hrs total Using FTD 2/3: At least 1 hr helicopter and at least 4 hrs total				
SEP(H) to SEP(H) not included in AMC1 FCL.740.H (a)(3)	5 hrs	Using FFS C/D: At least 1 hr helicopter and at least 6 hrs total Using FTD 2/3: At least 2 hr helicopter and at least 7 hrs total				
SET(H) to SET(H)	2 hrs	Using FFS C/D: At least 1 hr helicopter and at least 3 hrs total Using FTD 2/3: At least 1 hr helicopter and at least 4 hrs total				
SE difference training	1 hr	N/A				
MET(H) to MET(H)	3 hrs	Using FFS C/D: At least 1 hr helicopter and at least 4 hrs total Using FTD 2/3: At least 2 hrs helicopter and at least 5 hrs total				
ME difference training	1 hrs	N/A				
MPH to MPH	5 hrs	Using FFS C/D: At least 1 hr helicopter and at least 6 hrs total Using FTD 2/3: At least 2 hrs helicopter and at least 7 hrs total				
Extend privileges on the same type rating from SPH to MPH (except for initial MP issue), or from MPH to SPH	2 hrs	Using FFS C/D: At least 1 hr helicopter and at least 3 hrs total				
(e) Holders of an IR(H) wishing to extend the IR(H) to further types should have additionally 2 hours flight training on type by sole reference to instruments according to IFR which may be conducted in an FFS C/D or FTD 2/3. Holders of an SE IR(H) wishing to extend the IR privileges to an ME IR(H) for the first time should complete at least 5 hours training.						
<b>GM1 FCL.710 Class and type ratings — variants</b>						



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GENERAL	Organization reference	RESULTS		
		S	U	N/A
Differences and familiarisation training (a) Differences training requires the acquisition of additional knowledge and training on an appropriate training device or the aircraft. (b) Familiarisation training requires the acquisition of additional knowledge				

Type Rating				
Section 2	Organization reference	RESULTS		
		S	U	N/A
<b>GENERAL</b>				
<b>AMC3 ORA.ATO.125 Training programme</b>				
<b>TYPE RATING COURSES - HELICOPTERS</b>				
Introduction (1) when developing the training programme for a type rating course, in addition to complying with the standards included in the OSD as established in accordance with Regulation (EC) 1702/2003 for the applicable type, the ATO should also follow any further recommendations contained therein. (2) the course should, as far as possible, provide for integrated ground, FSTD and flight training designated to enable the student to operate safely and qualify for the grant of a type rating. The course should be directed towards a helicopter type, but where variants exist, all flying and ground training forming the basis of the course should relate to a single variant.				
<b>(b) Variants</b> (1) Familiarisation training: where a helicopter type rating also includes variants of the same aircraft type requiring familiarisation training, the additional familiarisation training may be included in the theoretical knowledge training of the initial type rating course. (2) Differences training: where a helicopter type rating also includes variants of the same aircraft type for which difference training is required, the initial training course should be directed towards a single variant. Additional training to operate				



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Type Rating				
Section 2	Organization reference	RESULTS		
		S	U	N/A
other variants within the same type rating should be completed after successful completion of the initial type rating course, although elements of this differences training may be undertaken at appropriate stages of the initial course, with the agreement of the competent authority.				
<b>(c) Training in helicopter and FSTDs</b> The training programme should specify the amounts of flight training in the helicopter type and in FSTDs (FFSs, flight training devices (FTDs), or other training devices (OTDs)). Where a suitable FFS is geographically remote from the normal training base, the competent authority may agree to some additional training being included in the programme at a remote facility.				
<b>(d) Skill test</b> The content of the flight training programme should be directed towards the skill test for that type. The practical training given in Part-FCL should be modified as necessary. The skill test may be completed in a helicopter, in an FFS or partially in a helicopter and in an FSTD. The use of an FSTD for skill tests is governed by the level of approval of the flight simulator and the previous experience of the candidate. Where an FSTD is not available, abnormal operations of systems should not be practised in a helicopter other than as allowed for in the skill test form for the type.				
<b>(e) Phase progress tests and final theoretical knowledge examination</b> Prior to the final theoretical knowledge examination covering the whole syllabus, the training programme should provide for phase progress tests associated with each phase of theoretical knowledge instruction. The phase progress tests should assess the candidate's knowledge on completion of each phase of the training programme.				
<b>(f) Facilities: ground school equipment, training facilities and aids</b> The ATO should provide, as a minimum, facilities for classroom instruction. Additional classroom training aids and equipment including, where appropriate, computers, should reflect the content of the course and the complexity of the helicopter. For multi-engine and multi-pilot helicopters, the minimum level of ground training aids				





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		S	U	N/A
should include equipment that provides a realistic cockpit working environment. Task analysis and the latest state-of-the-art training technology is encouraged and should be fully incorporated into the training facilities wherever possible. Facilities for self and supervised testing should be available to the student.				
<b>(g) Training devices</b> An FTD or OTD may be provided to supplement classroom training in order to enable students to practice and consolidate theoretical instruction. Where suitable equipment is not available, or is not appropriate, a helicopter or flight simulator of the relevant variant should be available. If an FTD represents a different variant of the same helicopter type for which the student is being trained, then differences or familiarisation training is required.				
<b>(h) Computer-based training (CBT)</b> Where CBT aids are used as a training tool, the ATO should ensure that a fully qualified ground instructor is available at all times when such equipment is being used by course students. Other than for revision periods, CBT lessons should be briefed and debriefed by a qualified ground instructor.				
<b>(i) Theoretical knowledge instruction</b> The theoretical knowledge instruction training should meet the general objectives of giving the student: <ol style="list-style-type: none"> <li>(1) a thorough knowledge of the helicopter structure, transmissions, rotors and equipment, powerplant and systems, and their associated limitations;</li> <li>(2) a knowledge of the positioning and operation of the cockpit controls and indicators for the helicopter and its systems;</li> <li>(3) a knowledge of performance, flight planning and monitoring, mass and balance, servicing and optional equipment items;</li> <li>(4) an understanding of system malfunctions, their effect on helicopter operations and interaction with other systems; and</li> <li>(5) the understanding of normal, abnormal and emergency procedures and giving</li> </ol>				



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<p>the student the understanding of potential control problems near the edge of the handling envelope. In particular, the phenomenon of ‘servo transparency’ (also known as ‘jack stall’) should be covered for those helicopter types where it is a known problem.</p> <p>The amount of time and the contents of the theoretical instruction will depend on the complexity of the helicopter type involved and, to some extent, on the previous experience of the student.</p>				
<p><b>(j) Flight training</b></p> <p>(1) FSTDs            The level of qualification and the complexity of the type will determine the amount of practical training that may be accomplished in an FSTD, including completion of the skill test. Prior to undertaking the skill test, a student should demonstrate competency in the skill test items during the practical training.</p> <p>(2) Helicopter (with FSTD )            With the exception of courses approved for ZFTT, the amount of flight time in a helicopter should be adequate for completion of the skill test.</p> <p>(3) Helicopters (without FSTD)            Whenever a helicopter is used for training, the amount of flight time practical training should be adequate for the completion of the skill test. The amount of flight training will depend on the complexity of the helicopter type involved and, to some extent, on the previous experience of the applicant.</p>				
<p><b>AMC1 FCL.725(a) Requirements for the issue of class and type ratings</b>  <b>SYLLABUS OF THEORETICAL KNOWLEDGE FOR CLASS OR TYPE RATINGS</b>  <b>II SE AND ME HELICOPTERS</b></p>				
<p>(a) Detailed listing for helicopters structure, transmissions, rotors and equipment, normal and abnormal operation of systems:</p>				
<p>(1) dimensions</p>				
<p>(2) engine including aux. power unit, rotor and transmissions; if an initial</p>				



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Type Rating				
Section 2	Organization reference	RESULTS		
		S	U	N/A
type rating for a turbine engine helicopter is applied for, the applicant should have received turbine engine instruction: <ul style="list-style-type: none"> <li>(i) type of engine or engines;</li> <li>(ii) in general, the function of the following systems or components:               <ul style="list-style-type: none"> <li>(A) engine;</li> <li>(B) auxiliary power unit;</li> <li>(C) oil system;</li> <li>(D) fuel system;</li> <li>(E) ignition system;</li> <li>(F) starting system;</li> <li>(G) fire warning and extinguishing system;</li> <li>(H) generators and generator drive;</li> <li>(I) power indication;</li> <li>(J) water or methanol injection.</li> </ul> </li> <li>(iii) engine controls (including starter), engine instruments and indications in the cockpit, their function and interrelation and interpretation;</li> <li>(iv) engine operation, including APU, during engine start and engine malfunctions, procedures for normal operation in the correct sequence;</li> <li>(v) transmission system:               <ul style="list-style-type: none"> <li>(A) lubrication;</li> <li>(B) generators and generator drives;</li> <li>(C) freewheeling units;</li> <li>(D) hydraulic drives;</li> <li>(E) indication and warning systems.</li> </ul> </li> <li>(vi) type of rotor systems: indication and warning systems.</li> </ul>				
(3) fuel system:				



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Type Rating				
Section 2	Organization reference	RESULTS		
		S	U	N/A
(i) location of the fuel tanks, fuel pumps, fuel lines to the engines tank capacities, valves and measuring; (ii) the following systems: (A) filtering; (B) fuelling and defuelling heatings; (C) dumping; (D) transferring; (E) venting. (iii) in the cockpit: the monitors and indicators of the fuel system, quantity and flow indication, interpretation; (iv) fuel procedures distribution into the various tanks fuel supply and fuel dumping.				
(4) air conditioning: (i) components of the system and protection devices; (ii) cockpit monitors and indicators; Note: interpretation about the operational condition: normal operation of the system during start, cruise approach and landing, air conditioning airflow and temperature control.				
(5) ice and rain protection, windshield wipers and rain repellent: (i) ice protected components of the helicopter, including engines and rotor systems, heat sources, controls and indications; (ii) operation of the anti-icing or de-icing system during take-off, climb, cruise and descent, conditions requiring the use of the protection systems; (iii) controls and indications of the windshield wipers and rain repellent system operation.				
(6) hydraulic system: (i) components of the hydraulic system(s), quantities and system				



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Type Rating				
Section 2	Organization reference	RESULTS		
		S	U	N/A
pressure, hydraulically actuated components associated to the respective hydraulic system; (ii) controls, monitors and indicators in the cockpit, function and interrelation and interpretation of indications.				
(7) landing gear, skids fixed and floats: (i) main components of the: (A) main landing gear; (B) nose gear; (C) tail gear; (D) gear steering; (E) wheel brake system. (ii) gear retraction and extension; (iii) required tyre pressure, or location of the relevant placard; (iv) controls and indicators including warning indicators in the cockpit in relation to the retraction or extension condition of the landing gear; (v) components of the emergency extension system.				
(8) flight controls, stab- and autopilot systems: controls, monitors and indicators including warning indicators of the systems, interrelation and dependencies.				
(9) electrical power supply: (i) number, power, voltage, frequency and if applicable phase and location of the main power system (AC or DC) auxiliary power system location and external power system; (ii) location of the controls, monitors and indicators in the cockpit; (iii) main and back-up power sources flight instruments, communication and navigation systems, main and back-up power sources;				



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Section 2	Organization reference	RESULTS		
		S	U	N/A
(iv) location of vital circuit breakers; (v) generator operation and monitoring procedures of the electrical power supply.				
(10) flight instruments, communication, radar and navigation equipment, autoflight and flight data recorders: (i) antennas; (ii) controls and instruments of the following equipment in the cockpit: (A) flight instruments (for example air speed indicator, pitot static system, compass system, flight director); (B) flight management systems; (C) radar equipment (for example weather radar, transponder); (D) communication and navigation system (for example HF, VHF, ADF, VOR/DME, ILS, marker beacon) and area navigation systems; (E) stabilisation and autopilot system; (F) flight data recorder, cockpit voice recorder, data-link communication recording function and radio altimeter; (G) collision avoidance system; (H) TAWS; (I) HUMS.				
(11) cockpit, cabin and cargo compartment: (i) operation of the exterior, cockpit, cabin and cargo compartment lighting and the emergency lighting; (ii) operation of the cabin doors and emergency exits.				
(12) emergency equipment: (i) operation and correct application of the following mobile emergency equipment in the helicopter: (A) portable fire extinguisher;				



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Type Rating				
Section 2	Organization reference	RESULTS		
		S	U	N/A
(B) first-aid kits; (C) portable oxygen equipment; (D) emergency ropes; (E) life-jacket; (F) life rafts; (G) emergency transmitters; (H) crash axes; (I) megaphones; (J) emergency signals; (K) torches. (ii) operation and correct application of the fixed emergency equipment in the helicopter: emergency floats.				
(b) Limitations: (1) general limitations, according to the helicopter flight manual; (2) minimum equipment list.				
(c) Performance, flight planning and monitoring: (1) performance calculation about speeds, gradients, masses in all conditions for take-off, en-route, approach and landing: (i) take-off: (A) hover performance in and out of ground effect; (B) all approved profiles, cat A and B; (C) HV diagram; (D) take-off and rejected take-off distance; (E) take-off decision point (TDP) or (DPATO); (F) calculation of first and second segment distances; (G) climb performance. (ii) en-route: (A) air speed indicator correction;				



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Type Rating				
Section 2	Organization reference	RESULTS		
		S	U	N/A
(B) service ceiling; (C) optimum or economic cruising altitude; (D) max endurance; (E) max range; (F) cruise climb performance. (iii) landing: (A) hovering in and out of ground effect; (B) landing distance; (C) landing decision point (LDP) or (DPBL). (iv) knowledge or calculation of: v <sub>lo</sub> , v <sub>le</sub> , v <sub>mo</sub> , v <sub>x</sub> , v <sub>y</sub> , v <sub>toss</sub> , v <sub>ne</sub> , v <sub>max</sub> range, v <sub>mini</sub> .				
(2) flight planning for normal and abnormal conditions: (i) optimum or maximum flight level; (ii) minimum required flight altitude; (iii) drift down procedure after an engine failure during cruise flight; (iv) power setting of the engines during climb, cruise and holding under various circumstances as well as at the most economic cruising flight level; (v) optimum and maximum flight level and power setting after an engine failure (3) effect of optional equipment on performance.				
(d) Load, balance and servicing: (1) load and balance: (i) load and trim sheet on the maximum masses for take-off and landing; (ii) centre of gravity limits; (iii) influence of the fuel consumption on the centre of gravity; (iv) lashing points, load clamping, max ground load. (2) servicing on the ground, servicing connections for: (i) fuel; (ii) oil, etc.;				





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		S	U	N/A
(iii) and safety regulations for servicing.				
(e) Emergency procedures.				
(f) Special requirements for extension of a type rating for instrument approaches down to a decision height of less than 200 ft (60 m):				
(1) airborne and ground equipment: (i) technical requirements; (ii) operational requirements; (iii) operational reliability; (iv) fail operational; (v) fail passive; (vi) equipment reliability; (vii) operating procedures; (viii) preparatory measures; (ix) operational downgrading; (x) communication (2) procedures and limitations: (i) operational procedures; (ii) crew co-ordination.				
(g) Special requirements for helicopters with EFIS.				
(h) Optional equipment.				
<b>FCL.735.H Multi-crew cooperation training course — helicopters</b>				
(a) The MCC training course shall comprise at least: (1) for MCC/IR: (i) 25 hours of theoretical knowledge instruction and exercises; and (ii) 20 hours of practical MCC training or 15 hours, in the case of student pilots attending an ATP(H)/IR integrated course. When the MCC training is combined with the initial type rating training for a multipilot helicopter, the practical MCC training may be reduced to not less than 10 hours if the same FSTD is used for both MCC and type rating;				



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Type Rating				
Section 2	Organization reference	RESULTS		
		S	U	N/A
(2) for MCC/VFR: (i) 25 hours of theoretical knowledge instruction and exercises; and (ii) 15 hours of practical MCC training or 10 hours, in the case of student pilots attending an ATP(H)/IR integrated course. When the MCC training is combined with the initial type rating training for a multipilot helicopter, the practical MCC training may be reduced to not less than 7 hours if the same FSTD is used for both MCC and type rating.				
(b) The MCC training course shall be completed within 6 months at an ATO. An FNPT II or III qualified for MCC, an FTD 2/3 or an FFS shall be used.				
(c) Unless the MCC course has <b>been combined with a multi-pilot type rating course</b> , on completion of the MCC training course the applicant shall be given a certificate of completion.				
(d) An applicant having completed MCC training for any other category of aircraft shall be exempted from the requirement in (a)(1)(i) or (a)(2)(i), as applicable.				
(e) An applicant for MCC/IR training who has completed MCC/VFR training shall be exempted from the requirement in(a)(1)(i), and shall complete 5 hours of practical MCC/IR training.				



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

Position	Name and Surname	Signature	Date
CCAA Inspector			
CCAA Inspector			

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