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| **Training Manual**  ***Checklist***  ***FI(A) Training course*** | |
| **Preamble** | |
| Training manual checklist is intended to provide guidance and verification tool for certification of Approved Training Organisations. It is used primarily by CAA personnel for certification purposes, however, it is also useful for organizations to prepare its documentation in accordance with applicable implementing rules and AMC (Part-ORA). | |
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| **Applicability** | |
| Approved Training Organisation (ATO) for Flight Instructor Training Course according to FCL.930.FI. | |
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| **Training Organisation Data:** | |
| Name of organisation: | Initial issue |
| Address: | Revision: |
| Certificate Number: |  |
| Contact: |  |
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| **CAA Inspector(s):** | |
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| Case Reference Number: | |

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| **Reference:** | | **FCL.930.FI of the Annex I to Regulation (EU) No. 1178/2011** | | **OK** / **√** - Skladno / *Compliant*  **UN** / **X** - Ni skladno / *Non compliant*  **N/A** – se ne uporablja / *Not applicable* | |
| **GENERAL** | | **Content** | **Verification** | **TM ref.** | **Complied?** |
| **Prerequisites** | * have received at least 10 hours of instrument flight instruction on the appropriate aircraft category, of which not more than 5 hours may be instrument ground time in an FSTD; * have completed 20 hours of VFR cross-country flight on the appropriate aircraft category as PIC; and * hold at least a CPL(A); or * hold at least a PPL(A) and have:   (i) met the requirements for CPL theoretical knowledge, except for an FI(A) providing training for the LAPL(A) only; and  (ii) completed at least 200 hours of flight time on aeroplanes or TMGs, of which 150 hours as PIC;   * have completed at least 30 hours on single-engine piston powered aeroplanes of which at least 5 hours shall have been completed during the 6 months preceding the pre-entry flight test set out in FCL.930.FI(a); * have completed a VFR cross-country flight as PIC, including a flight of at least 540 km (300 NM) in the course of which full stop landings at 2 different aerodromes shall be made; | | Check prerequisites (before start of the course):   * 10 hours of instrument flying instruction * 20 VFR x-country as PIC with 300 NM route * Hold CPL(A) or PPL(A) with CPL theory exam and 200 hrs/150 hrs as PIC * 30 hrs on SEP / 6 months preceding pre-entry test 5 hrs |  |  |
| **Training course** | The training course consists of two parts:  (1) Part 1, **theoretical knowledge**, including the **teaching and learning** instruction that should comply with AMC1 FCL.920;  (2) Part 2, **flight instruction**. | | How are performance standards determined and assessed?  Does **Part 1** include at least:  - 25 hours teaching and learning instruction  - 100 hours of theoretical knowledge instruction,  Does **Part 2** include at least 30 hours, including:  - 25 hours dual flight instruction;  - the remaining 5 hours in FCL.930.FI (b)(3) may be mutual flying (that is, two applicants flying together to practice flight demonstrations)*.* |  |  |
| **Pre-entry test** | Applicants for the FI certificate shall have passed a specific pre-entry flight test with an FI qualified in accordance with FCL.905.FI(i) within the 6 months preceding the start of the course, to assess their ability to undertake the course. This pre-entry flight test shall be based on the proficiency check for class and type ratings as set out in Appendix 9 to this Part. | | Is pre-entry test defined?  Time frame before starting course defined?  Is it in accordance with Appendix 9 (single-pilot single engine)? Is it part of the manual?  Is it defined who can conduct the pre-entry test?  Test shall not count towards full training course. |  |  |

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| **Aim** | The aim of the FI training course is to train aircraft licence holders to the level of competence defined in FCL.920. | Aim of course defined?  Aim of course as “policy” of organisation defined in the manual?  Knowledge, skill and attitude of instructor candidate included in the aim of the course? |  |  |
| **Goals for course**  **Safety awareness attitudes** | The training course should develop safety awareness throughout by teaching the knowledge, skills and attitudes relevant to the FI task including at least the following:  (1) refresh the technical knowledge of the student instructor;  (2) train the student instructor to teach the ground subjects and air exercises;  (3) ensure that the student instructor’s flying is of a sufficiently high standard;  (4) teach the student instructor the principles of basic instruction and to apply them at the PPL level. | Safety awareness attitudes nested and integrated throughout the training manual?  How the goals and achievement standards of each lesson are defined and achieved?  Is it demonstrated how principles of basic instruction are applied to the PPL level?  Is it competent standard defined? |  |  |

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| **Part 1: Theoretical knowledge** | | **Content** | **Verification** | **TM ref.** | **Complied?** |
| **Teaching and learning instructions** | ***The learning process*** | | | | |
| *(1) motivation;*  *(2) perception and understanding;*  *(3) memory and its application;*  *(4) habits and transfer;*  *(5) obstacles to learning;*  *(6) incentives to learning;*  *(7) learning methods;*  *(8) rates of learning.* | | Verify and check the content? Items covered?  Check hours dedicated to the teaching and learning instruction.  Verify the supporting literature and training aids. |  |  |
| ***The teaching process*** | | | | |
| *(1) elements of effective teaching;*  *(2) planning of instructional activity;*  *(3) teaching methods;*  *(4) teaching from the ‘known’ to the ‘unknown’;*  *(5) use of ‘lesson plans’.* | | Verify and check the content? Items covered?  Check hours dedicated to the teaching and learning instruction.  Verify the supporting literature and training aids. |  |  |
| ***Training philosophies*** | | | | |
| *(1) value of a structured (approved) course of training;*  *(2) importance of a planned syllabus;*  *(3) integration of theoretical knowledge and flight instruction;* | | Verify and check the content? Items covered?  Check hours dedicated to the teaching and learning instruction.  Verify the supporting literature and training aids. |  |  |

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| **Teaching and learning instructions** | ***Techniques of applied instruction*** | | | |
| ***(1) theoretical knowledge: classroom instruction techniques:***  *(i) use of training aids;*  *(ii) group lectures;*  *(iii) individual briefings;*  *(iv) student participation or discussion.* | Verify and check the content? Items covered?  Check hours dedicated to the teaching and learning instruction.  Verify the supporting literature and training aids. |  |  |
| ***(2) flight: airborne instruction techniques:***  *(i) the flight or cockpit environment;*  *(ii) techniques of applied instruction;*  *(iii) post-flight and in-flight judgement and decision making.* |
| ***Student evaluation and testing*** | | | |
| ***(1) assessment of student performance:***  *(i) the function of progress tests;*  *(ii) recall of knowledge;*  *(iii) translation of knowledge into understanding;*  *(iv) development of understanding into actions;*  *(v) the need to evaluate rate of progress.*  ***(2) analysis of student errors:***  *(i) establish the reason for errors;*  *(ii) tackle major faults first, minor faults second;*  *(iii) avoidance of over criticism;*  *(iv) the need for clear concise communication.* | Verify and check the content? Items covered?  Check hours dedicated to the teaching and learning instruction.  Verify the supporting literature and training aids. |  |  |
| ***Training programme development*** | | | |
| *(1) lesson planning;*  *(2) preparation;*  *(3) explanation and demonstration;*  *(4) student participation and practice;*  *(5) evaluation.* | Verify and check the content? Items covered?  Check hours dedicated to the teaching and learning instruction.  Verify the supporting literature and training aids. |  |  |
| ***Human performance and limitations relevant to flight instruction*** | | | |
| *(1) physiological factors:*  *(i) psychological factors;*  *(ii) human information processing;*  *(iii) behavioural attitudes;*  *( iv) development of judgement and decision making.*  *(2) threat and error management.* | Verify and check the content? Items covered?  Check hours dedicated to the teaching and learning instruction.  Verify the supporting literature and training aids. |  |  |

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| **Teaching and learning instructions** | | ***Specific hazards involved in simulating systems failures and malfunctions in the aircraft during flight*** | | | | | | | |
| *(i) importance of ‘touch drills’;*  *(ii) situational awareness;*  *(iii) adherence to correct procedures.* | | Verify and check the content  Check hours dedicated to the teaching and learning core instruction. | | |  | |  |
| ***Training administration*** | | | | | | | |
| *(1) flight or theoretical knowledge instruction records;*  *(2) pilot’s personal flying logbook;*  *(3) the flight or ground curriculum;*  *(4) study material;*  *(5) official forms;*  *(6) flight manual or equivalent document (for example owner’s manual or pilot’s operating handbook);*  *(7) flight authorisation papers;*  *(8) aircraft documents;*  *(9) the private pilot’s licence regulations.* | | Verify and check the content? Items covered?  Check hours dedicated to the teaching and learning instruction. | | |  | |  |
| **MASTER VERIFICATION**  **THEORETICAL INSTRUCTIONS**  Teaching and learning – core instructions  Application of knowledge – transfer of knowledge | | | | **Core instructions**  Theoretical knowledge instruction: at least **100 hours**  Teaching and learning core instructions: min. **25 hours**  Verify means of instruction - listen and learning (classroom instruction)  **Application of knowledge**  Application of learned knowledge during core instructions:  - How received knowledge is applied during the course?  - classroom instruction  - role playing  - briefing / debriefing  - assessing progress of student  - etc. check the ATOs system…  - How required hours of teaching are recorded  - How student instructor performs and develops training as candidate for instructor?  - Check stages and means of applying knowledge and how instructor core competencies are integrated throughout course.  - Verify system for assessing progress of student instructor.  **Literature:**  Verify the supporting literature and training aids. | | |  | |  |
| **Part 2: Practical training GEN** | | | **Content** | | **Verification** | **TM reference** | | **Complied?** | |
| The air exercises are similar to those used for the training of PPL(A) but with additional items designed to cover the needs of an FI.  The numbering of exercises should be used primarily as an exercise reference list and as a broad instructional sequencing guide: therefore the demonstrations and practices need not necessarily be given in the order listed. The actual order and content will depend upon the following interrelated factors:  (1) the applicant’s progress and ability;  (2) the weather conditions affecting the flight;  (3) the flight time available;  (4) instructional technique considerations;  (5) the local operating environment.  It follows that student instructors will eventually be faced with similar interrelated factors. They should be shown and taught how to construct flight lesson plans, taking these factors into account, so as to make the best use of each flight lesson, combining parts of the set exercises as necessary. | | | | | | | | | |
| **BRIEFING STRUCTURE** | The briefing normally includes a statement of the aim and a brief allusion to principles of flight only if relevant. An explanation is to be given of exactly what air exercises are to be taught by the instructor and practised by the student during the flight. It should include information on how the flight will be conducted, who is to fly the aeroplane and what airmanship, weather and flight safety aspects currently apply. The nature of the lesson will govern the order in which the constituent parts are to be taught. | | | | | | | | |
| The four basic components of the briefing are:  (1) the aim;  (2) principles of flight (briefest reference only);  (3) the air exercise(s) (what, and how and by whom);  (4) airmanship (weather, flight safety etc.). | | | | | | | | |
| **PLANNING OF FLIGHT LESSONS** | The preparation of lesson plans is an essential prerequisite of good instruction and the student instructor is to be given supervised practice in the planning and practical application of flight lesson plans. | | | | | | | | |
| **GENERAL CONSIDERATIONS** | The student instructor should complete flight training to practise the principles of basic instruction at the PPL(A) level. During this training, except when acting as a student pilot for mutual flights, the student instructor occupies the seat normally occupied by the FI(A). | | | | | | | | |
| It is to be noted that airmanship and look-out is a vital ingredient of all flight operations. Therefore, in the following air exercises the relevant aspects of airmanship are to be stressed at all times. | | | | | | | | |
| If the privileges of the FI(A) certificate are to include instruction for night flying, exercises 19 and 20 of the flight instruction syllabus should be undertaken at night in addition to by day either as part of the course or subsequent to certification issue. | | | | | | | | |
| The student instructor should learn how to identify common errors and how to correct them properly, which should be emphasised at all times. | | | | | | | | |

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| **Part 2: Practical Training Syllabus** | | **Content** | **Verification** | **TM reference** | **Complied?** |
| **Ex. 1** | **FAMILIARISATION WITH THE AEROPLANE** | | | | |
| **Long briefing** | | | | |
| (1) introduction to the aeroplane;  (2) explanation of the cockpit layout;  (3) aeroplane and engine systems;  (4) checklists, drills and controls;  (5) propeller safety;  (i) precautions general;  (ii) precautions before and during hand turning;  (iii) hand swinging technique for starting (if applicable to type).  (6) differences when occupying the instructor’s seat;  (7) emergency drills:  (i) action if fire in the air and on the ground: engine, cock or cabin and electrical fire;  (ii) system failure as applicable to type;  (iii) escape drills: location and use of emergency equipment and exits. | | Verify briefing structure.  - What instructor does?  - What candidate for instructor demonstrates and practice?  Components of the briefing are:  (1) the aim  (2) the exercise(s) (what, and how and by whom) |  |  |
| **Air exercise** | |
| All long briefing objectives mentioned above should also be trained on site during the air exercise. | |
| **Ex. 2** | **PREPARATION FOR AND ACTION AFTER FLIGHT** | | | | |
| **Long briefing** | | | | |
| (1) flight authorisation and aeroplane acceptance, including technical log (if applicable) and certificate of maintenance;  (2) equipment required for flight (maps, etc.);  (3) external checks;  (4) internal checks;  (5) student comfort, harness, seat or rudder pedal adjustment;  (6) starting and warming up checks;  (7) power checks;  (8) running down, system checks and switching off the engine;  (9) leaving the aeroplane, parking, security and picketing;  (10) completion of authorisation sheet and aeroplane serviceability documents. | | Verify briefing structure.  What instructor does?  What candidate for instructor demonstrates and practice?  Components of the briefing are:  (1) the aim  (2) principles of flight (briefest reference only)  (3) the exercise(s) (what, and how and by whom) |  |  |
| **Air exercise** | |
| All long briefing objectives mentioned above should also be trained on site during the air exercise | |

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| **Ex. 3** | **AIR EXPERIENCE** | | | |
| **Long briefing** | | | |
| Note: there is no requirement for a long briefing for this exercise. | Aim of exercise defined?  Roles in exercise defined? (Exercise demonstration and error-correction management) |  |  |
| **Air exercise** |
| (1) air experience;  (2) cockpit layout, ergonomics and controls;  (3) cockpit procedures: stability and control. |
| **Ex. 4** | **EFFECTS OF CONTROLS** | | | |
| **Long briefing** | | | |
| (1) function of primary flying controls: when laterally level and banked;  (2) further effect of ailerons and rudder;  (3) effect of inertia;  (4) effect of air speed;  (5) effect of slipstream;  (6) effect of power;  (7) effect of trimming controls;  (8) effect of flaps;  (9) operation of mixture control;  (10) operation of carburettor heat control;  (11) operation of cabin heat or ventilation systems; | Components of the briefing are:  (1) the aim  (2) principles of flight  (*Axis, lift, primary controls, Ancillary Controls, Inertia*)  (3) the air exercise(s) (what, and how and by whom)  (4) airmanship  *(“I have control”, “Follow me through”, see and be seen*…)  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student during the flight? |  |  |
| **Air exercise** |
| (1) primary effects of flying controls: when laterally level and banked;  (2) further effects of ailerons and rudder;  (3) effect of air speed;  (4) effect of slipstream;  (5) effect of power;  (6) effect of trimming controls;  (7) effect of flaps;  (8) operation of mixture control;  (9) operation of carburettor heat control;  (10) operation of cabin heat or ventilation systems;  (11) effect of other controls as applicable. |

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| **Ex. 5** | **TAXIING** | | | | |
| **Long briefing** | | | | |
| (1) pre-taxiing checks;  (2) starting, control of speed and stopping;  (3) engine handling;  (4) control of direction and turning (including manoeuvring in confined spaces);  (5) parking area procedures and precautions;  (6) effect of wind and use of flying controls;  (7) effect of ground surface;  (8) freedom of Rudder movement;  (9) marshalling signals;  (10) instrument checks;  (11) ATC procedures;  (12) emergencies: steering failure and brake failure. | Components of the briefing are:  (1) the aim  (2) principles of flight  (*Speed Control, Directional Control, Control Positioning*)  (3) the air exercise(s) (what, and how and by whom);  (4) airmanship  *(Right of way, ADR chart, windsock check…)*  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? | |  |  |
| **Air exercise** |
| (1) pre-taxiing checks;  (2) starting, control of speed and stopping;  (3) engine handling;  (4) control of direction and turning;  (5) turning in confined spaces;  (6) parking area procedures and precautions;  (7) effect of wind and use of flying control;  (8) effect of ground surface;  (9) freedom of Rudder movement;  (10) marshalling signals;  (11) instrument checks;  (12) ATC procedures;  (13) emergencies: steering failure and brake failure. |
| **Ex. 6** | **STRAIGHT AND LEVEL FLIGHT** | | | | |
| **Long briefing** | | | | |
| (1) the forces;  (2) longitudinal stability and control in pitch;  (3) relationship of CG to control in pitch;  (4) lateral and directional stability (control of lateral level and balance);  (5) attitude and balance control;  (6) trimming;  (7) power settings and air speeds;  (8) drag and power curves;  (9) range and endurance. | Components of the briefing are:  (1) the aim  (2) principles of flight  (*4 forces, Lift, Performance*)  (3) the air exercise(s) (what, and how and by whom)  (4) airmanship  (*lookout, situational awareness, training boundaries, clear of cloud, I have control/you have control*)  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  | |  |
| **Air exercise** |
| (1) at normal cruising power;  (2) attaining and maintaining straight and level flight;  (3) demonstration of inherent stability;  (4) control in pitch, including use of elevator trim control;  (5) lateral level, direction and balance, use of rudder trim controls as applicable at selected air speeds (use of power):  (i) effect of drag and use of power (two air speeds for one power setting);  (ii) straight and level in different aeroplane configurations (flaps and landing gear);  (iii) use of instruments to achieve precision flight. |
| **Ex. 7** | **CLIMBING** | | | | |
| **Long briefing** | | | | |
| (1) the forces;  (2) relationship between power or air speed and rate of climb (power curves maximum rate of climb (vy));  (3) effect of mass;  (4) effect of flaps;  (5) engine considerations;  (6) effect of density altitude;  (7) the cruise climb;  (8) maximum angle of climb (vx). | Components of the briefing are:  (1) the aim  (2) principles of flight  (*Climbing, thrust greater than drag, climb performance, climb configuration, power setting*)  (3) the air exercise(s) (what, and how and by whom);  (4) airmanship  (*Situational awareness, MET minima, Min and Max. ALT, lookout*)  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  | |  |
| **Air exercise** |
| (1) entry and maintaining the normal maximum rate climb;  (2) levelling off;  (3) levelling off at selected altitudes;  (4) climbing with flaps down;  (5) recovery to normal climb;  (6) en-route climb (cruise climb);  (7) maximum angle of climb;  (8) use of instruments to achieve precision flight. |

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| **Ex. 8** | **DESCENDING** | | | |
| **Long briefing** | | | |
| (1) the forces;  (2) glide descent: angle, air speed and rate of descent;  (3) effect of flaps;  (4) effect of wind;  (5) effect of mass;  (6) engine considerations;  (7) power assisted descent: power or air speed and rate of descent;  (8) cruise descent;  (9) sideslip. | Components of the briefing are:  (1) the aim  (2) principles of flight  (*descent performance, descent configuration,..*)  (3) the air exercise(s) (what, and how and by whom)  (4) airmanship (weather, flight safety etc.).  (*Situational awareness, MET minima, Min and Max. ALT, lookout*)  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  |  |
| **Air exercise** |
| (1) entry and maintaining the glide;  (2) levelling off;  (3) levelling off at selected altitudes;  (4) descending with flaps down;  (5) powered descent: cruise descent (including effect of power and air speed);  (6) side-slipping (on suitable types);  (7) use of instrument to achieve precision flight. |

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| **Ex. 9** | **TURNING** | | | |
| **Long briefing** | | | |
| (1) the forces;  (2) use of controls;  (3) use of power;  (4) maintenance of attitude and balance;  (5) medium level turns;  (6) climbing and descending turns;  (7) slipping turns;  (8) turning onto selected headings: use of gyro heading indicator and magnetic compass. | Components of the briefing are:  (1) the aim  (2) principles of flight  (*power setting, adverse yaw, overbanking, performance)*  (3) the air exercise(s) (what, and how and by whom)  (4) airmanship (weather, flight safety etc.).  (*lookout and listenout, 20o per 2 seconds*)  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  |  |
| **Air exercise** |
| (1) entry and maintaining medium level turns;  (2) resuming straight flight;  (3) faults in the turn (incorrect pitch, bank and balance);  (4) climbing turns;  (5) descending turns;  (6) slipping turns (on suitable types);  (7) turns to selected headings: use of gyro heading indicator and magnetic compass  (8) use of instruments to achieve precision flight; |

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| **Ex. 10a** | **SLOW FLIGHT** | | | |
| **Long briefing** | | | |
| (1) aeroplane handling characteristics during slow flight at:  (i) Vs1 & Vso + 10 knots;  (ii) Vs1 & Vso + 5 knots.  (2) slow flight during instructor induced distractions;  (3) effect of overshooting in configurations where application of engine power causes a strong ‘nose-up’ trim change. | Components of the briefing are:  (1) the aim  (2) principles of flight  (*performance, power+attitude=performance*)  (3) the air exercise(s) (what, and how and by whom);  (4) airmanship (weather, flight safety etc.).  (*20o/2 second scan, position in training area, warning symptoms*)  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  |  |
| **Air exercise** |
| (1) safety checks;  (2) introduction to slow flight;  (3) controlled slow flight in the clean configuration at:  (i) Vs1 + 10 knots and with flaps down;  (ii) Vso + 10 knots;  (iii) straight and level flight;  (iv) level turns;  (v) climbing and descending;  (vi) climbing and descending turns.  (4) controlled slow flight in the clean configuration at:  (i) vs1 + 5 knots and with flaps down;  (ii) vso + 5 knots;  (iii) straight and level flight;  (iv) level turns;  (v) climbing and descending;  (vi) climbing and descending turns;  (vii) descending ‘unbalanced’ turns at low air speed: the need to maintain balanced flight.  (5) ‘instructor induced distractions’ during flight at low air speed: the need to maintain balanced flight and a safe air speed;  (6) effect of going around in configurations where application of engine power causes a strong ‘nose up’ trim change. |

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| **Ex. 10b** | **STALLING** | | | | | |
| **Long briefing** | | | | | |
| (1) characteristics of the stall;  (2) angle of attack;  (3) effectiveness of the controls at the stall;  (4) factors affecting the stalling speed:  (i) effect of flaps, slats and slots;  (ii) effect of power, mass, CG and load factor.  (5) effects of unbalance at the stall;  (6) symptoms of the stall;  (7) stall recognition and recovery;  (8) stalling and recovery:  (i) without power;  (ii) with power on;  (iii) with flaps down;  (iv) maximum power climb (straight and turning flight to the point of stall with uncompensated yaw);  (v) stalling and recovery during manoeuvres involving more than 1 G (accelerated stalls, including secondary stalls and recoveries);  (vi) recovering from incipient stalls in the landing and other configurations and conditions;  (vii) recovering at the incipient stage during change of configuration;  (viii) stalling and recovery at the incipient stage with ‘instructor induced’ distractions. | Components of the briefing are:  (1) the aim  (2) principles of flight  (*critical angle of attack, factors affecting stall speed*)  (3) the air exercise(s) (what, and how and by whom);  (4) airmanship  (*awareness of aircraft configuration, symptoms traffic, stall warning, spin consideration*)  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? | | |  |  |
| **Air exercise** |
| (1) safety checks;  (2) symptoms of the stall;  (3) stall recognition and recovery:  (i) without power;  (ii) with power on;  (iii) recovery when a wing drops at the stall;  (iv) stalling with power ‘on’ and recovery;  (v) stalling with flap ‘down’ and recovery;  (vi) maximum power climb (straight and turning flight) to the point of stall with uncompensated yaw: effect of unbalance at the stall when climbing power is being used;  (vii) stalling and recovery during manoeuvres involving more than 1 G (accelerated stalls, including secondary stalls and recoveries);  (viii)recoveries from incipient stalls in the landing and other configurations and conditions;  (ix) recoveries at the incipient stage during change of configuration;  (x) instructor induced distractions during stalling.  Note: consideration of manoeuvre limitations and the need to refer to the aeroplane manual and weight (mass) and balance calculations. The safety checks should take into account the minimum safe altitude for initiating such exercises in order to ensure an adequate margin of safety for the recovery. If specific procedures for stalling or spinning exercises and for the recovery techniques are provided by the flight manual or equivalent document (for example owner’s manual or pilot’s operating handbook), they have to be taken into consideration. These factors are to be covered in the next exercise: spinning. |
| **Ex. 11a** | **SPIN RECOVERY AT THE INCIPIENT STAGE** | | | | | |
| **Long briefing** | | | | | |
| (1) causes, stages, autorotation and characteristics of the spin;  (2) recognition and recovery at the incipient stage: entered from various flight attitudes;  (3) aeroplane limitations. | Components of the briefing are:  (1) the aim;  (2) principles of flight  (*limitation, wing drop, aileron use at stall, roll*)  (3) the air exercise(s) (what, and how and by whom)  (4) airmanship (weather, flight safety etc.).  (*practice in safe area, safety checks…*)  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? | | |  |  |
| **Air exercise** |
| (1) aeroplane limitations;  (2) safety checks;  (3) recognition at the incipient stage of a spin;  (4) recoveries from incipient spins entered from various attitudes with the aeroplane in the clean configuration, including instructor induced distractions. |
| **Ex. 11b** | **SPIN RECOVERY AT THE DEVELOPED STAGE** | | | | | |
| **Long briefing** | | | | | |
| (1) spin entry;  (2) recognition and identification of spin direction;  (3) spin recovery;  (4) use of controls;  (5) effects of power or flaps (flap restriction applicable to type);  (6) effect of the CG upon spinning characteristics;  (7) spinning from various flight attitudes;  (8) aeroplane limitation;  (9) safety checks. | Components of the briefing are:  (1) the aim;  (2) principles of flight  (*CG, controls, effect of rudder, velocity, critical AoA*)  (3) the air exercise(s) (what, and how and by whom);  (4) airmanship.  (*safety check, cabin preparation, configuration, altitude, situational awareness, cross control, symptoms recognition*)  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? | | |  |  |
| **Air exercise** |
| (1) aeroplane limitations;  (2) safety checks;  (3) spin entry;  (4) recognition and identification of the spin direction;  (5) spin recovery (reference to flight manual);  (6) use of controls;  (7) effects of power or flaps (restrictions applicable to aeroplane type);  (8) spinning and recovery from various flight attitudes. |
| **Ex. 12** | **TAKE-OFF AND CLIMB TO DOWNWIND POSITION** | | | | | |
| **Long briefing** | | | | | |
| (1) handling: factors affecting the length of take-off run and initial climb;  (2) correct lift off speed, use of elevators (safeguarding the nose wheel), rudder and power;  (3) effect of wind (including crosswind component);  (4) effect of flaps (including the decision to use and the amount permitted);  (5) effect of ground surface and gradient upon the take-off run;  (6) effect of mass, altitude and temperature on take-off and climb performance;  (7) pre take-off checks;  (8) ATC procedure before take-off;  (9) drills, during and after take-off;  (10) noise abatement procedures;  (11) tail wheel considerations (as applicable);  (12) short or soft field take-off considerations or procedures;  (13) emergencies:  (i) aborted take-off;  (ii) engine failure after take-off.  (14) ATC procedures. | | Components of the briefing are:  (1) the aim  (2) considerations  (*slip stream, torque, keeping straight, crosswind, headwind, tailwind, climb angle, power, flap, runway length, 600  threshold, turning altitude – first and second turn*)  (3) the air exercise(s) (what, and how and by whom)  (4) airmanship (weather, flight safety etc.)  (*orientation, situational awareness, ATC clearances, VFR minima, right of way*)  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  | |  |
| **Air exercise** | |
| (1) take-off and climb to downwind position;  (2) pre take-off checks;  (3) into wind take-off;  (4) safeguarding the nose wheel;  (5) crosswind take-off;  (6) drills during and after take-off;  (7) short take-off and soft field procedure or techniques (including performance calculations);  (8) noise abatement procedures. | |

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| **Ex. 13** | **CIRCUIT, APPROACH AND LANDING** | | | |
| **Long briefing** | | | |
| (1) downwind leg, base leg and approach: position and drills;  (2) factors affecting the final approach and the landing run;  (3) effect of mass;  (4) effects of altitude and temperature;  (5) effect of wind;  (6) effect of flap;  (7) landing;  (8) effect of ground surface and gradient upon the landing run;  (9) types of approach and landing:  (i) powered;  (ii) crosswind;  (iii) flapless (at an appropriate stage of the course);  (iv) glide;  (v) short field;  (vi) soft field.  (10) tail wheel aeroplane considerations (as applicable);  (11) missed approach;  (12) engine handling;  (13) wake turbulence awareness;  (14) windshear awareness;  (15) ATC procedures;  (16) mislanding and go-around;  (17) special emphasis on look-out. | Components of the briefing are:  (1) the aim  (2) considerations  (wind velocity and direction, *configuration, ATC, windsock, critical points, 60o/45o, aiming point, go-around action, lookout*…)  (3) the air exercise(s) (what, and how and by whom)  (4) airmanship  (*wind limitations, AFM, procedures, sitiational awareness, calculation, vision, lookout…*).  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  |  |
| **Air exercise** |
| (1) circuit approach and landing;  (2) circuit procedures: downwind and base leg;  (3) powered approach and landing;  (4) safeguarding the nose wheel;  (5) effect of wind on approach and touchdown speeds and use of flaps;  (6) crosswind approach and landing;  (7) glide approach and landing;  (8) flapless approach and landing (short and soft field);  (9) short field and soft field procedures;  (10) wheel landing (tail wheel aircraft);  (11) missed approach and go-around;  (12) mislanding and go-around;  (13) noise abatement procedures. |

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| **Ex. 14** | **FIRST SOLO AND CONSOLIDATION** | | | |
| **Long briefing** | | | |
| Note: a summary of points to be covered before sending the student on first solo.  During the flights immediately following the solo circuit consolidation period the following should be covered:  (1) procedures for leaving and rejoining the circuit;  (2) local area (restrictions, controlled airspace, etc.);  (3) compass turns;  (4) QDM meaning and use. | How to prepare student to first solo?  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  |  |
| **Air exercise** |
| All long briefing objectives mentioned above should also be trained on site during the air exercise. |
| **Ex. 15** | **ADVANCED TURNING** | | | |
| **Long briefing** | | | |
| (1) the forces;  (2) use of power;  (3) effect of load factor:  (i) structural considerations;  (ii) increased stalling speed.  (4) physiological effects;  (5) rate and radius of turn;  (6) steep, level, descending and climbing turns;  (7) stalling in the turn and how to avoid it;  (8) spinning from the turn: recovery at the incipient stage;  (9) spiral dive;  (10) unusual attitudes and recoveries.  Note: considerations are to be given to manoeuvre limitations and reference to the flight manual or equivalent document (for example owner’s manual or pilot’s operating handbook) in relation to mass and balance, and any other restrictions for practice entries to the spin. | Components of the briefing are:  (1) the aim;  (2) principles of flight  *(bank angle, stall speed, adverse yaw, balance, angle of attack, thrust)*  (3) the air exercise(s) (what, and how and by whom);  (4) airmanship  (*minimum altitude, VFR minima, orientation, reference point, psychological sensation, recoveries*).  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  |  |
| **Air exercise** |
| (1) level, descending and climbing steep turns;  (2) stalling in the turn;  (3) spiral dive;  (4) spinning from the turn;  (5) recovery from unusual attitudes;  (6) maximum rate turns. |

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| **Ex. 16** | **FORCED LANDING WITHOUT POWER** | | | |
| **Long briefing** | | | |
| (1) selection of forced landing areas;  (2) provision for change of plan;  (3) gliding distance: consideration;  (4) planning the descent;  (5) key positions;  (6) engine failure checks;  (7) use of radio: R/T ‘distress’ procedure;  (8) base leg;  (9) final approach;  (10) go-around;  (11) landing considerations;  (12) actions after landing: aeroplane security;  (13) causes of engine failure. | Components of the briefing are:  (1) the aim;  (2) considerations  (*best L/D ratio, wind indicators, landing site, bank angle, height*)  (3) the air exercise(s) (what, and how and by whom);  (4) airmanship  (*checks, touch checks, critical points, maintaing speed, use of controls*, R/T, *energy management*)  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  |  |
| **Air exercise** |
| (1) forced landing procedures;  (2) selection of landing area:  (i) provision for change of plan;  (ii) gliding distance considerations.  (3) planning the descent;  (4) key positions;  (5) engine failure checks;  (6) engine cooling precautions;  (7) use of radio;  (8) base leg;  (9) final approach;  (10) landing;  (11) actions after landing: when the exercise is conducted at an aerodrome;  (12) aeroplane security. |

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| **Ex. 17** | **PRECAUTIONARY LANDING** | | | |
| **Long briefing** | | | |
| (1) occasions when necessary (in-flight conditions);  (2) landing area selection and communication (R/T procedure);  (3) overhead inspection;  (4) simulated approach;  (5) climb away;  (6) landing area selection:  (i) normal aerodrome;  (ii) disused aerodrome;  (iii) ordinary field;  (7) circuit and approach;  (8) actions after landing; aeroplane security. | Components of the briefing are:  (1) the aim;  (2) considerations  (*weather, landing field, energy management, situational awareness, planning, decision, R/T …*)  (3) the air exercise(s) (what, and how and by whom);  (4) airmanship  (*early decision, wind awareness, 7700…*)  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  |  |
| **Air exercise** |
| (1) occasions when necessary (in-flight conditions):  (2) landing area selection  (3) overhead inspection  (4) simulated approach  (5) climb away  (6) landing area selection:  (i) normal aerodrome;  (ii) disused aerodrome;  (iii) ordinary field;  (7) circuit and approach;  (8) actions after landing; aeroplane security; |

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| **Ex. 18a** | **NAVIGATION** | | | |
| **Long briefing** | | | |
| (1) flight planning;  (i) weather forecast and actual(s);  (ii) map selection, orientation, preparation and use:  (A) choice of route;  (B) regulated or controlled airspace;  (C) danger, prohibited and restricted areas;  (D) safety altitude.  (iii) calculations:  (A) magnetic heading(s) and time(s) en-route;  (B) fuel consumption;  (C) mass and balance;  (D) mass and performance.  (iv) flight information:  (A) NOTAMs etc.;  (B) noting of required radio frequencies;  (C) selection of alternate aerodrome(s).  (v) aeroplane documentation.  (vi) notification of the flight:  (A) pre-flight administration procedures;  (B) flight plan form (where appropriate).  (2) departure;  (i) organisation of cockpit workload;  (ii) departure procedures:  (A) altimeter settings;  (B) setting heading procedures;  (C) noting of ETA(s).  (iii) en-route map reading: identification of ground features;  (iv) maintenance of altitudes and headings;  (v) revisions to ETA and heading, wind effect, drift angle and groundspeed checks;  (vi) log keeping;  (vii) use of radio (including VDF if applicable);  (viii) minimum weather conditions for continuance of flight;  (ix) ‘in-flight’ decisions;  (x) diversion procedures;  (xi) operations in regulated or controlled airspace;  (xii) procedures for entry, transit and departure;  (xiii) navigation at minimum level;  (xiv) uncertainty of position procedure, including R/T procedure;  (xv) lost procedure;  (xvi) use of radio navaids.  (3) arrival procedures and aerodrome circuit joining procedures:  (i) ATC liaison, R/T procedure, etc.;  (ii) altimeter setting,  (iii) entering the traffic pattern (controlled or uncontrolled aerodromes);  (iv) circuit procedures;  (v) parking procedures;  (vi) security of aircraft;  (vii) refuelling;  (viii) booking in. | Components of the briefing are:  (1) the aim  (2) considerations  (*CTR, preparation, waypoints, possible landing sites, flight information, weather, diversions, fuel planning and consumption, R/T, minimum safe altitudes, emergency procedures, COM failure, departure/arrival procedures…)*  (3) the air exercise(s) (what, and how and by whom)  (4) airmanship  (*planning ahead, cockpit management, situational awareness, scanning,* *periodical checks, lean mixture*).  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  |  |
| **Air exercise** |
| (1) flight planning:  (i) weather forecast and actual(s);  (ii) map selection and preparation:  (A) choice of route;  (B) regulated or controlled airspace;  (C) danger, prohibited and restricted areas;  (D) safety altitude.  (iii) calculations:  (A) magnetic heading(s) and time(s) en-route;  (B) fuel consumption;  (C) mass and balance;  (D) mass and performance.  (iv) flight information:  (A) NOTAMs etc.;  (B) noting of required radio frequencies;  (C) selection of alternate aerodromes.  (v) aircraft documentation;  (vi) notification of the flight:  (A) flight clearance procedures (as applicable);  (B) flight plans.  (2) aerodrome departure;  (i) organisation of cockpit workload;  (ii) departure procedures:  (A) altimeter settings;  (B) en-route:  (C) noting of ETA(s).  (iii) wind effect, drift angle and ground speed checks;  (iv) maintenance of altitudes and headings;  (v) revisions to ETA and heading;  (vi) log keeping;  (vii) use of radio (including VDF if applicable);  (viii) minimum weather conditions for continuance of flight;  (ix) ‘in-flight’ decisions;  (x) diversion procedure;  (xi) operations in regulated or controlled airspace;  (xii) procedures for entry, transit and departure;  (xiii) uncertainty of position procedure;  (xiv) lost procedure;  (xv) use of radio navaids.  (3) arrival procedures and aerodrome joining procedures:  (i) ATC liaison, R/T procedure etc.;  (ii) altimeter setting,  (iii) entering the traffic pattern;  (iv) circuit procedures;  (v) parking procedures  (vi) security of aircraft;  (vii) refuelling;  (viii) booking in. |

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| **Ex. 18b** | **NAVIGATION AT LOWER LEVELS AND IN REDUCED VISIBILITY** | | | |
| **Long briefing** | | | |
| (1) general considerations:  (i) planning requirements before flight in entry or exit lanes;  (ii) ATC rules, pilot qualifications and aircraft equipment;  (iii) entry or exit lanes and areas where specific local rules apply.  (2) low level familiarisation:  (i) actions before descending;  (ii) visual impressions and height keeping at low altitude;  (iii) effects of speed and inertia during turns;  (iv) effects of wind and turbulence;  (3) low level operation:  (i) weather considerations;  (ii) low cloud and good visibility;  (iii) low cloud and poor visibility;  (iv) avoidance of moderate to heavy rain showers;  (v) effects of precipitation;  (vi) joining a circuit;  (vii) bad weather circuit, approach and landing. | Components of the briefing are:  (1) the aim;  (2) Considerations  (*perspective – ground features, horizon, sloping terrain, turbulence, crossing obstacles, poor visibility configuration, disorientation, illusions*)  (3) the air exercise(s) (what, and how and by whom);  (4) airmanship  (*think ahead, position reports,* *minimum height, situational awareness, turns, weather to fly*, …)  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  |  |
| **Air exercise** |
| (1) general considerations: entry or exit lanes and areas where specific local rules apply;  (2) low level familiarisation:  (i) actions before descending;  (ii) visual impressions and height keeping at low altitude;  (iii) effects of speed and inertia during turns;  (iv) effects of wind and turbulence;  (v) hazards of operating at low levels;  (3) low level operation:  (i) weather considerations;  (ii) low cloud and good visibility;  (iii) low cloud and poor visibility;  (iv) avoidance of moderate to heavy rain showers;  (v) effects of precipitation (forward visibility);  (vi) joining a circuit;  (vii) bad weather circuit, approach and landing. |

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| **Ex. 18c** | **USE OF RADIO NAVIGATION AIDS UNDER VFR** | | | |
| **Long briefing** | | | |
| (1) use of VOR:  (i) availability, AIP and frequencies;  (ii) signal reception range;  (iii) selection and identification;  (iv) radials and method of numbering;  (v) use of OBS;  (vi) to or from indication and station passage;  (vii) selection, interception and maintaining a radial;  (viii) use of two stations to determine position.  (2) use of ADF equipment:  (i) availability of NDB stations, AIP and frequencies;  (ii) signal reception range;  (iii) selection and identification;  (iv) orientation in relation to NDP;  (v) homing to an NDP.  (3) use of VHF/DF:  (i) availability. AIP and frequencies;  (ii) R/T procedures;  (iii) obtaining QDMs and QTEs.  (4) use of radar facilities:  (i) availability and provision of service and AIS;  (ii) types of service;  (iii) R/T procedures and use of transponder:  (A) mode selection;  (B) emergency codes.  (5) use of distance DME:  (i) availability and AIP;  (ii) operating modes;  (iii) slant range.  (6) use of GNSS (RNAV – SATNAV):  (i) availability;  (ii) operating modes;  (iii) limitations. | Components of the briefing are:  (1) the aim;  (2) principles of flight  (3) the air exercise(s) (what, and how and by whom);  (4) airmanship (weather, flight safety etc.).  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  |  |
| **Air exercise** |
| (1) use of VOR:  (i) availability, AIP and frequencies;  (ii) selection and identification;  (iii) use of OBS;  (iv) to or from indications: orientation;  (v) use of CDI;  (vi) determination of radial;  (vii) intercepting and maintaining a radial;  (viii) VOR passage;  (ix) obtaining a fix from two VORs.  (2) use of ADF equipment;  (i) availability of NDB stations, AIP and frequencies;  (ii) selection and identification;  (iii) orientation relative to the beacon;  (iv) homing.  (3) use of VHF/DF:  (i) availability, AIP and frequencies;  (ii) R/T procedures and ATC liaison;  (iii) obtaining a QDM and homing.  (4) use of en-route or terminal radar:  (i) availability and AIP;  (ii) procedures and ATC liaison;  (iii) pilot’s responsibilities;  (iv) secondary surveillance radar;  (v) transponders;  (vi) code selection;  (vii) interrogation and reply.  (5) use of DME:  (i) station selection and identification;  (ii) modes of operation.  (6) use of GNSS (RNAV – SATNAV):  (i) setting up;  (ii) operation;  (iii) interpretation. |

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| **Ex. 19** | **BASIC INSTRUMENT FLIGHT** | | | |
| **Long briefing** | | | |
| (1) flight instruments;  (i) physiological sensations;  (ii) instrument appreciation;  (iii) attitude instrument flight;  (iv) pitch indications;  (v) bank indications;  (vi) different dial presentations;  (vii) introduction to the use of the attitude indicator;  (viii) pitch attitude;  (ix) bank attitude;  (x) maintenance of heading and balanced flight;  (xi) instrument limitations (inclusive system failures).  (2) attitude, power and performance;  (i) attitude instrument flight:  (ii) control instruments;  (iii) performance instruments;  (iv) effect of changing power and configuration;  (v) cross-checking the instrument indications;  (vi) instrument interpretation;  (vii) direct and indirect indications (performance instruments);  (viii) instrument lag;  (ix) selective radial scan;  (3) basic flight manoeuvres (full panel);  (i) straight and level flight at various air speeds and aeroplane configurations;  (ii) climbing;  (iii) descending;  (iv) standard rate turns onto pre-selected headings:  (A) level;  (B) climbing;  (C) descending. | Components of the briefing are:  (1) the aim;  (2) principles of flight;  (3) the air exercise(s) (what, and how and by whom);  (4) airmanship (weather, flight safety etc.).  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  |  |
| **Air exercise** |
| (1) Introduction to instrument flying  (i) flight instruments;  (ii) physiological sensations;  (iii) instrument appreciation;  (iv) attitude instrument flight;  (v) pitch attitude;  (vi) bank attitude;  (vii) maintenance of heading and balanced flight;  (2) attitude, power and performance;  (i) attitude instrument flight;  (ii) effect of changing power and configuration;  (iii) cross-checking the instruments;  (iv) selective radial scan;  (3) basic flight manoeuvres (full panel);  (i) straight and level flight at various air speeds and aeroplane configurations;  (ii) climbing;  (iii) descending;  (iv) standard rate turns onto pre-selected headings:  (A) level;  (B) climbing;  (C) descending. |

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| **Ex. 20** | **NIGHT FLYING (if night instructional qualification required)** | | | |
| **Long briefing** | | | |
| (1) start up procedures;  (2) local procedures: including ATC liaison;  (3) taxiing:  (i) parking area and taxiway lighting;  (ii) judgement of speed and distances;  (iii) use of taxiway lights;  (iv) avoidance of hazards: obstruction lighting;  (v) instrument checks;  (vi) holding point: lighting procedure;  (vii) initial familiarisation at night;  (viii) local area orientation;  (ix) significance of lights on other aircraft;  (x) ground obstruction lights;  (xi) division of piloting effort: external or instrument reference;  (xii) rejoining procedure;  (xiii) aerodrome lighting: approach and runway lighting (including VASI and PAPI):  (A) threshold lights;  (B) approach lighting;  (C) visual approach slope indicator systems.  (4) night circuits;  (i) take-off and climb:  (A) line up;  (B) visual references during the take-off run;  (C) transfer to instruments;  (D) establishing the initial climb;  (E) use of flight instruments;  (F) instrument climb and initial turn.  (ii) circuit:  (A) aeroplane positioning: reference to runway lighting;  (B) the traffic pattern and look-out;  (C) initial approach and runway lighting demonstration;  (D) aeroplane positioning;  (E) changing aspect of runway lights and VASI (or PAPI);  (F) intercepting the correct approach path;  (G) the climb away.  (iii) approach and landing:  (A) positioning, base leg and final approach;  (B) diurnal wind effect;  (C) use of landing lights;  (D) the flare and touchdown;  (E) the roll out;  (F) turning off the runway: control of speed.  (iv) missed approach:  (A) use of instruments;  (B) re-positioning in the circuit pattern;  (5) night navigation:  (i) particular emphasis on flight planning;  (ii) selection of ground features visible at night:  (A) air light beacons;  (B) effect of cockpit lighting on map colours;  (C) use of radio aids;  (D) effect of moonlight upon visibility at night;  (iii) emphasis on maintaining a ‘minimum safe altitude’;  (iv) alternate aerodromes: restricted availability;  (v) restricted recognition of weather deterioration;  (vi) lost procedures;  (6) night emergencies;  (i) radio failure;  (ii) failure of runway lighting;  (iii) failure of aeroplane landing lights;  (iv) failure of aeroplane internal lighting;  (v) failure of aeroplane navigation lights;  (vi) total electrical failure;  (vii) abandoned take-off;  (viii) engine failure;  (ix) obstructed runway procedure. | Components of the briefing are:  (1) the aim;  (2) considerations  (*night vision, dark adaptation, illusions, equipment, familiarity with ADR, weather, emergencies, landmarks, flight preparation*)  (3) the air exercise(s) (what, and how and by whom);  (4) airmanship  (*preflight in the light, use of aeroplanes’s lights, illusions, MSA*).  Roles in exercise defined?  (Exercise demonstration and error-correction management)  Which air exercises are to be taught by the instructor and practised by the student instructor? |  |  |
| **Air exercise** |
| Air exercise: during the air exercise all long briefing objectives mentioned above should also be trained on site and the student instructor should demonstrate the following items:  (1) how to plan and to perform a flight at night;  (2) how to advise the student pilot to plan and prepare a flight at night;  (3) how to advise the student pilot to perform a flight at night;  (4) how to analyse and correct errors as necessary. |

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| **Points of special emphasis** | | **Content** | **Verification** | **Reference** | **Complied?** |
| **Aircraft** | Compliance according to ORA.ATO.135 shall be assessed.  Aircraft shall be suitable to enter into full developed spin and recovery, therefore proper aircraft shall be assessed for compliance. | | Check airworthiness requirements  Check AFM |  |  |
| **CFI** | Person in charge of FI course shall be appointed. If HT does not have proper FI privileges acc. to FCL.905.FI, the tasks shall be delegated to other persons. | | Check personnel. |  |  |
| **Theoretical instruction** | At least 100 hours of theoretical instruction (application of knowledge) shall be conducted under supervision of relevant FI-FI. | | Check the instructional system included in TM. |  |  |
| **Progress testing** | Candidate for FI shall be assessed towards instructor competencies acc. to FCL.920 throughout the course. | | Check how progress of candidate is established.  How knowledge, skills and attitude are integrated into training course and how assessment of candidate is conducted. |  |  |

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| **SUMMARY** | | **Requirements** |  |
| **Teaching and learning** | Min. 25 hours of instruction | |  |
| **Theoretical knowledge instruction** | 100 hours of instruction | |  |
| **Pre-entry flight test** | Within 6 months before start of course | |  |
| **Training course** | 30 hours of flight instruction; 5 hours may be mutual flying | |  |

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| **Instructor core competencies** | **FCL.920** | | |
| Training should be both theoretical and practical. Practical elements should include the development of specific instructor skills, particularly in the area of teaching and assessing threat and error management and CRM.  The training and assessment of instructors should be made against the following performance standards: | | | |
| **Competence** | | **Performance** | **Knowledge** |
| **Prepare resources** | | (a) ensures adequate facilities;  (b) prepares briefing material;  (c) manages available tools | (a) understand objectives;  (b) available tools;  (c) competency-based training methods. |
| **Create a climate**  **conducive to learning** | | (a) establishes credentials, role models appropriate behaviour;  (b) clarifies roles;  (c) states objectives;  (d) ascertains and supports trainees needs. | (a) barriers to learning;  (b) learning styles. |
| **Present knowledge** | | (a) communicates clearly;  (b) creates and sustains realism;  (c) looks for training opportunities | teaching methods. |
| **Integrate TEM or CRM** | | makes TEM or CRM links with technical training. | HF, TEM or CRM. |
| **Manage time to achieve**  **training objectives** | | allocates time appropriate to achieving competency objective. | syllabus time allocation. |
| **Facilitate learning** | | (a) encourages trainee participation;  (b) shows motivating, patient, confident and assertive manner;  (c) conducts one-to-one coaching;  (d) encourages mutual support. | (a) facilitation;  (b) how to give constructive feedback;  (c) how to encourage trainees to ask questions and seek advice. |
| **Assesses trainee**  **performance** | | (a) assesses and encourages trainee self-assessment of performance  against competency standards;  (b) makes assessment decision and provide clear feedback;  (c) observes CRM behaviour. | (a) observation techniques;  (b) methods for recording observations. |
| **Monitor and review**  **progress** | | (a) compares individual outcomes to defined objectives;  (b) identifies individual differences in learning rates;  (c) applies appropriate corrective action. | (a) learning styles;  (b) strategies for training adaptation to meet individual needs. |
| **Evaluate training**  **sessions** | | (a) elicits feedback from trainees;  (b) tracks training session processes against competence criteria;  (c) keeps appropriate records. | (a) competency unit and associated elements;  (b) performance criteria. |
| **Report outcome** | | reports accurately using only observed actions and events. | (a) phase training objectives;  (b) individual versus systemic weaknesses. |

| **FINDINGS** | | | | | | | | |
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| **1.** | **2.** | **3.** | | **TO BE COMPLETED BY THE ATO** | **5.** | | | **6.** |
| **4.** |
| **N°** | **Status** | **Description** | | **Organisation Corrective Action** | **SI-CAA Follow-up** | | | **Close Date** |
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| **Additional remarks/Comments** |  |
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