



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje
FI (H) tečaja osposobljavanja
*Application / Compliance Checklist for
FI (H) course approval*

Upravne pristojbe
70,00 kn

UPUTE:

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

Uz ovaj zahtjev/listu usklađenosti potrebno je dostaviti:

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

Upute za ispunjavanje:

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

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

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

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

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



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



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		S	U	N/A
	(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;			
	(v) Test reports and records;			



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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
(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.			
Part 2 - Briefing and Air Exercises				
(1) Air Exercise	A detailed statement of the content specification of all the air exercises to be taught, arranged in the sequence to be flown with main and subtitles.			



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Ref.: AMC&GM to Part-ORA; Subpart ATO; Section II; AMC1 ORA.ATO.230 (a)		Organization reference	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.				



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



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Ref.: AMC&GM to Part-ORA; Subpart ATO; Section II; AMC1 ORA.ATO.230 (a)		Organization reference	RESULTS		
			S	U	N/A
	gained from the associated theoretical knowledge instruction and flight training.				
(5) Student progress	The requirement for student progress and include a brief but specific statement of what a student is expected to be able to do and the standard of proficiency he/she must achieve before progressing from one phase of air exercise training to the next. Include minimum experience requirements in terms of hours, satisfactory exercise completion, etc. as necessary before significant exercises for example night flying.				
(6) Instructional methods	The ATO requirements, particularly in respect of pre- and post-flying briefing, adherence to syllabi and training specifications, authorization of solo flights, etc.				
(7) Progress tests	The instructions given to examining staff in respect of the conduct and documentation of all progress tests.				
(8) Glossary of terms	Definition of significant terms as necessary.				
(9) Appendices	(i) Progress test report forms;				
	(ii) Skill test report forms;				
	(iii) ATO certificates of experience, competence, etc. as required.				
Part 4 - Theoretical knowledge instruction					
(1) Structure of the theoretical knowledge course	A statement of the structure of the course, including the general sequence of the topics to be taught in each subject, the time allocated to each topic, the breakdown per subject and an example of a course schedule.				
	Distance learning courses should include instructions of the material to be studied for individual elements of the course.				



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Ref.: AMC&GM to Part-ORA; Subpart ATO; Section II; AMC1 ORA.ATO.230 (a)		Organization reference	RESULTS		
			S	U	N/A
(2) Lesson Plans	A description of each lesson or group of lessons including teaching materials, training aids, progress test organisation and inter-connection of topics with other subjects.				
(3) Teaching materials	Specification of the training aids to be used (for example study materials, course manual references, exercises, self-study materials, demonstration equipment).				
(4) Student progress	The requirement for student progress, including a brief but specific statement of the standard that must be achieved and the mechanism for achieving this, before application for theoretical knowledge examinations.				
(5) Progress testing	The organization of progress testing in each subject, including topics covered, evaluation methods and documentation.				
(6) Review procedure	The procedure to be followed if the standard required at any stage of the course is not achieved, including an agreed action plan with remedial training if required.				



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FI (H) training course				
	Organization reference	RESULTS		
		S	U	N/A
FCL.920 Instructor competencies and assessment				
All instructors shall be trained to achieve the following competences: — Prepare resources, — Create a climate conducive to learning, — Present knowledge, — Integrate Threat and Error Management (TEM) and crew resource management, — Manage time to achieve training objectives, — Facilitate learning, — Assess trainee performance, — Monitor and review progress, — Evaluate training sessions, — Report outcome.				
FCL.930.FI FI — Training course				
(a) 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.				
(b) The FI training course shall include: (1) 25 hours of teaching and learning; (2) (i) in the case of an FI(A), (H) and (As), at least 100 hours of theoretical knowledge instruction, including progress tests; (ii) in the case of an FI(B) or FI(S), at least 30 hours of theoretical knowledge instruction, including progress tests; (3) (i) in the case of an FI(A) and (H), at least 30 hours of flight instruction, of which 25 hours shall be dual flight instruction, of which 5 hours may be conducted in an FFS, an FNPT I or II or an FTD 2/3; (ii) in the case of an FI(As), at least 20 hours of flight instruction, of which 15 hours shall be dual flight instruction; (iii) in the case of an FI(S), at least 6 hours or 20 take-offs of flight instruction;				



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FI (H) training course				
	Organization reference	RESULTS		
		S	U	N/A
(iv) in the case of an FI(S) providing training on TMGs, at least 6 hours of dual flight instruction on TMGs; (v) in the case of an FI(B), at least 3 hours including 3 take-offs of flight instruction. When applying for an FI certificate in another category of aircraft, pilots holding or having held: (1) an FI(A), (H) or (As) shall be credited with 55 hours towards the requirement in (b)(2)(i) or with 18 hours towards the requirements in (b)(2)(ii).				

FI (H) training course				
AMC1 FCL.930.FI FI — Training course / FI(A), FI(H) AND FI(AS) TRAINING COURSE	Organization reference	RESULTS		
		S	U	N/A
GENERAL				
(a) The aim of the FI training course is to train aircraft licence holders to the level of competence defined in FCL.920.				
(b) 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.				
FLIGHT INSTRUCTION				
(c) The remaining 5 hours in FCL.930.FI (b)(3) may be mutual flying (that is, two applicants flying together to practice flight demonstrations).				
(d) The skill test is additional to the course training time.				
CONTENT				
(e) 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;				



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FI (H) training course				
AMC1 FCL.930.FI FI — Training course / FI(A), FI(H) AND FI(AS) TRAINING COURSE	Organization reference	RESULTS		
		S	U	N/A
(2) Part 2, flight instruction.				
Part 1				
TEACHING AND LEARNING				
(a) The course should include at least 125 hours of theoretical knowledge instruction, including at least 25 hours teaching and learning instruction.				
CONTENT OF THE TEACHING AND LEARNING INSTRUCTIONS (INSTRUCTIONAL TECHNIQUES):				
(b) 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.				
(c) 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'.				
(d) Training philosophies: (1) value of a structured (approved) course of training; (2) importance of a planned syllabus;				



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FI (H) training course				
AMC1 FCL.930.FI FI — Training course / FI(A), FI(H) AND FI(AS) TRAINING COURSE	Organization reference	RESULTS		
		S	U	N/A
(3) integration of theoretical knowledge and flight instruction;				
(e) 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. (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.				
(f) 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.				
(g) Training programme development: (1) lesson planning;				



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FI (H) training course				
AMC1 FCL.930.FI FI — Training course / FI(A), FI(H) AND FI(AS) TRAINING COURSE	Organization reference	RESULTS		
		S	U	N/A
(2) preparation; (3) explanation and demonstration; (4) student participation and practice; (5) evaluation.				
(h) 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.				
(i) 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.				
(j) 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.				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
GROUND INSTRUCTION				
Note: During ground instruction the student instructor should pay specific attention to the teaching of enhanced ground instruction in weather interpretation, planning and route assessment, decision making on encountering DVE including reversing course or conduction a precautionary landing.				
Part 2				
AIR EXERCISES				
<p>(a) The air exercises are similar to those used for the training of PPL(H) but with additional items designed to cover the needs of an FI.</p> <p>(b) 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:</p> <ul style="list-style-type: none"> (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; (6) applicability of the exercises to the helicopter type. <p>(c) 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.</p>				
GENERAL				
(d) The briefing normally includes a statement of the objectives and a brief reference 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 how the flight will be conducted about who is to fly the helicopter 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.				



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B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(e) The four basic components of the briefing will be: (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				
(f) 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				
(g) The student instructor should complete flight training to practise the principles of basic instruction at the PPL(H) level. (h) During this training, except when acting as a student pilot for mutual flights, the student instructor occupies the seat normally occupied by the FI(H). (i) 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. (j) If the privileges of the FI(H) certificate are to include instruction for night flying, exercise 28 should be undertaken either as part of the course or subsequent to certificate issue. (k) The student instructor should learn how to identify common errors and how to correct them properly, which should be emphasised at all times. (l) The student instructor should be trained to keep in mind that wherever possible, flight simulation should be used to demonstrate to student pilots the effects of flight into DVE and to enhance their understanding and need for avoidance of this potentially fatal flight regime.				
SYLLABUS OF FLIGHT INSTRUCTION CONTENTS				
LONG BRIEFINGS AND AIR EXERCISES				
EXERCISE 1: FAMILIARISATION WITH THE HELICOPTER				
(a) Long briefing objectives:				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(1) introduction to the helicopter; (2) explanation of the cockpit layout; (3) helicopter and engine systems; (4) checklist(s) and procedures; (3) familiarisation with the helicopter controls; (4) differences when occupying the instructor's seat; (5) emergency drills: (i) action if fire in the air and on the ground: engine, cockpit or cabin and electrical fire; (ii) system failure drills as applicable to type; (iii) escape drills: location and use of emergency equipment and exits. (b) Air exercise: all long briefing objectives mentioned above should also be trained on site during the air exercise.				
EXERCISE 2: PREPARATION FOR AND ACTION AFTER FLIGHT				
(a) Long briefing objectives: (1) flight authorisation and helicopter 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 and rudder pedal adjustment; (6) starting and after starting checks; (7) system, power or serviceability checks (as applicable); (8) closing down or shutting down the helicopter (including system checks). (9) parking and leaving the helicopter (including safety or security as applicable); (10) completion of authorisation sheet and helicopter serviceability documents. (b) Air exercise: all long briefing objectives mentioned above should also be trained on site during the air exercise.				
EXERCISE 3: AIR EXPERIENCE				



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B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(a) Long briefing objectives: Note: there is no requirement for a long briefing for this exercise. (b) Air exercise: (1) air experience; (2) cockpit layout, ergonomics and controls; (3) cockpit procedures: stability and control.				
EXERCISE 4: EFFECTS OF CONTROLS				
(a) Long briefing objectives: (1) function of the flying controls (primary and secondary effect); (2) effect of air speed; (3) effect of power changes (torque); (4) effect of yaw (sideslip); (5) effect of disc loading (bank and flare); (6) effect on controls of selecting hydraulics on/off; (7) effect of control friction; (8) use of instruments; (9) operation of carburettor heat or anti-icing control. (b) Air exercise: all long briefing objectives mentioned above should also be trained on site during the air exercise.				
EXERCISE 5: POWER AND ATTITUDE CHANGES				
(a) Long briefing objectives: (1) relationship between cyclic control position, disc attitude, fuselage attitude and air speed flap back; (2) power required diagram in relation to air speed; (3) power and air speed changes in level flight; (4) use of the instruments for precision; (5) engine and air speed limitations; (b) Air exercise: (1) relationship between cyclic control position, disc attitude, fuselage attitude and air speed flap back; (2) power and air speed changes in level flight;				



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B. Helicopters	Organization reference	RESULTS						
		S	U	N/A				
(3) use of instruments for precision (including instrument scan and look-out).								
EXERCISE 6: LEVEL FLIGHT, CLIMBING, DESCENDING AND TURNING								
<p>Note: for ease of training this exercise is divided into four separate parts in the PPL(H) syllabus but may be taught complete or in convenient parts.</p> <p>(a) Long briefing objectives:</p> <ul style="list-style-type: none"> (1) basic factors involved in level flight; (2) normal power settings; (3) use of control friction or trim; (4) importance of maintaining direction and balance; (5) power required or power available diagram; (6) optimum climb and descent speeds, angles or rates; (7) importance of balance, attitude and co-ordination in the turn; (8) effects of turning on rate of climb or descent; (9) use of the gyro direction or heading indicator and compass; (10) use of instruments for precision. <p>(b) Air exercises:</p> <ul style="list-style-type: none"> (1) maintaining straight and level flight at normal cruise power; (2) control in pitch, including use of control friction or trim; (3) use of the ball or yaw string to maintain direction and balance; (4) setting and use of power for selected air speeds and speed changes; (5) entry to climb; (6) normal and maximum rate of climb; (7) levelling off from climb at selected altitudes or heights; (8) entry to descent; (9) effect of power and air speed on rate of descent; (10) levelling off from descent at selected altitudes or heights; (11) entry to medium rate turns; (12) importance of balance, attitude and co-ordination to maintain level turn; 								



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 FI (H) tečaja osposobljavanja
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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(13) resuming straight and level flight; (14) turns onto selected headings, use of direction indicator and compass; (15) turns whilst climbing and descending; (16) effect of turn on rate of climb or descent; (17) use of instruments for precision (including instrument scan and look-out).				
EXERCISE 7: AUTOROTATION				
(a) Long briefing objectives: (1) characteristics of autorotation; (2) safety checks (including look-out and verbal warning); (3) entry and development of autorotation; (4) effect of AUM, IAS, disc loading, G forces and density altitude on RRPM and rate of descent; (5) rotor and engine limitations; (6) control of air speed and RRPM; (7) recovery to powered flight; (8) throttle override and control of ERPM or RRPM during reengagement (as applicable); (9) danger of vortex condition during recovery. (b) Air exercise: (1) safety checks (including verbal warning and look-out); (2) entry to and establishing in autorotation; (3) effect of IAS and disc loading on RRPM and rate of descent; (4) control of air speed and RRPM; (5) recovery to powered flight; (6) medium turns in autorotation; (7) simulated engine off landing (as appropriate).				
EXERCISE 8: HOVERING AND HOVER TAXIING				
(a) Long briefing objectives: (1) ground effect and power required; (2) effect of wind, attitude and surface;				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(3) stability in hover and effects of over controlling; (4) effect of control in hover; (5) control and co-ordination during spot turns; (6) requirement for slow hover speed to maintain ground effect; (7) effect of hydraulic failure in hover; (8) specific hazards, for example snow, dust, etc. (b) Air exercise: (1) ground effect and power or height relationship; (2) effect of wind, attitude and surface; (3) stability in hover and effects of over controlling; (4) effect of control and hover technique; (5) gentle forward running touchdown; (6) control and co-ordination during spot (90 ° clearing) turns; (7) control and co-ordination during hover taxi; (8) dangers of mishandling and over pitching; (9) (where applicable) effect of hydraulics failure in hover; (10) simulated engine failure in the hover and hover taxi.				
EXERCISE 9: TAKE-OFF AND LANDING				
(a) Long briefing objectives: (1) pre take-off checks or drills; (2) importance of good look-out; (3) technique for lifting to hover; (4) after take-off checks; (5) danger of horizontal movement near ground; (6) dangers of mishandling and over pitching; (7) technique for landing; (8) after landing checks; (9) take-off and landing crosswind and downwind. (b) Air exercise:				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(1) pre take-off checks or drills; (2) pre take-off look-out technique; (3) lifting to hover; (4) after take-off checks; (5) landing; (6) after landing checks or drills; (7) take-off and landing crosswind and downwind.				
EXERCISE 10: TRANSITIONS FROM HOVER TO CLIMB AND APPROACH TO HOVER				
(a) Long briefing objectives: (1) revision of ground effect; (2) translational lift and its effects; (3) inflow roll and its effects; (4) revision of flap back and its effects; (5) avoidance of curve diagram and associated dangers; (6) effect or dangers of wind speed and direction during transitions; (7) transition to climb technique; (8) constant angle approach; (9) transition to hover technique. (b) Air exercise: (1) revision of take-off and landing; (2) transition from hover to climb; (3) effect of translational lift, inflow roll and flap back; (4) constant angle approach; (5) technique for transition from descent to hover; (6) a variable flare simulated engine off landing.				
EXERCISE 11: CIRCUIT, APPROACH AND LANDING				
(a) Long briefing objectives: (1) circuit and associated procedures;				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(2) take-off and climb (including checks or speeds); (3) crosswind leg (including checks, speeds or angles of bank in turns); (4) downwind leg (including pre-landing checks); (5) base leg (including checks, speeds or angles of bank in turns); (6) final approach (including checks or speeds); (7) effect of wind on approach and hover IGE; (8) crosswind approach and landing technique; (9) missed approach and go-around technique (as applicable); (10) steep approach technique (including danger of high sink rate); (11) limited power approach technique (including danger of high speed at touchdown); (12) use of the ground effect; (13) abandoned take-off technique; (14) hydraulic failure drills and hydraulics off landing technique (where applicable); (15) drills or technique for tail rotor control or tail rotor drive failure; (16) engine failure drills in the circuit to include; (17) engine failure (18) on take-off: (i) crosswind; (ii) downwind; (iii) base leg; (iv) on final approach. (19) noise abatement procedures (as applicable). (b) Air exercise: (1) revision of transitions and constant angle approach; (2) basic training circuit, including checks; (3) crosswind approach and landing technique; (4) missed approach and go-around technique (as applicable); (5) steep approach technique; (6) basic limited power approach or run on technique;				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(7) use of ground effect; (8) hydraulic failure and approach to touchdown with hydraulics off and to recover at safe height (as applicable); (9) simulated engine failure on take-off, crosswind, downwind, base leg and finals; (10) variable flare simulated engine off landing.				
EXERCISE 12: FIRST SOLO				
(a) Long briefing objectives: (1) warning of change of attitude due to reduced and laterally displaced weight; (2) low tail, low skid or wheel during hover or landing; (3) dangers of loss of RRPM and over pitching; (4) pre take-off checks; (5) into wind take-off; (6) drills during and after take-off; (7) normal circuit, approach and landing; (8) action if an emergency. (b) Air exercise: all long briefing objectives mentioned above should also be trained on site during the air exercise.				
EXERCISE 13: SIDEWAYS AND BACKWARDS HOVER MANOEUVRING				
(a) Long briefing objectives: (1) revision of hovering; (2) directional stability and weather cocking effect; (3) danger of pitching nose down on recovery from backwards manoeuvring; (4) helicopter limitations for sideways and backwards manoeuvring; (5) effect of CG position. (b) Air exercise: (1) revision of hovering and 90 ° clearing turns; (2) manoeuvring sideways heading into wind; (3) manoeuvring backwards heading into wind;				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(4) manoeuvring sideways and backwards heading out of wind; (5) manoeuvring backwards too fast and recovery action.				
EXERCISE 14: SPOT TURNS				
(a) Long briefing objectives: (1) revision of ground effect and effect of wind; (2) weather cocking and control actions; (3) control of RRPM; (4) torque effect; (5) cyclic limiting stops due to CG position (where applicable); (6) rate of turn limitations; (7) spot turn about pilot position; (8) spot turn about tail rotor position; (9) spot turn about helicopter geometric centre; (10) square (safe visibility) and clearing turn. (b) Air exercise: (1) weather cocking, torque effect and control actions; (2) rate of turn; (3) spot turn about pilot position; (4) spot turn about tail rotor position; (5) spot turn about helicopter geometric centre; (6) square and clearing turn.				
EXERCISE 15: HOVER OUT OF GROUND EFFECT AND VORTEX RING				
(a) Long briefing objectives: (1) revision of ground effect and power required diagram; (2) drift, height and power control, look-out or scan; (3) vortex ring, (including dangers, recognition and recovery actions); (4) loss of tail rotor effectiveness. (b) Air exercise:				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(1) to demonstrate hover OGE; (2) drift, height, power control and look-out, and instrument scan technique; (3) recognition of incipient stage of vortex ring and settling with power; (4) recovery action from incipient stage of vortex ring; (5) recognition of loss of tail rotor effectiveness and recovery actions.				
EXERCISE 16: SIMULATED ENGINE OFF LANDINGS				
(a) Long briefing objectives: (1) revision of basic autorotation; (2) effect of AUM, disc loading, density altitude and RRPM decay; (3) use of cyclic and collective to control speed or RRPM; (4) torque effect; (5) use of flare or turn to restore RRPM; (6) technique for variable flare simulated EOL; (7) technique for constant attitude simulated EOL; (8) revision of technique for hover or hover taxi simulated EOL; (9) emergency technique for engine failure during transition; (10) technique for low level simulated EOL. (b) Air exercise (1) revision of entry to and control in autorotation; (2) variable flare simulated EOL (3) constant attitude simulated EOL; (4) hover simulated EOL; (5) hover taxi simulated EOL; (6) low level simulated EOL.				
EXERCISE 17: ADVANCED AUTOROTATIONS				
(a) Long briefing objectives: (1) effect of air speed or AUM on angles or rates of descent (2) effect of RRPM setting on angle or rate of descent;				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(3) reason and technique for range autorotation; (4) reason and technique for constant attitude autorotation; (5) reason and technique for low speed and 'S' turns in autorotation; (6) speed or bank limitations in turns in autorotation; (7) revision of re-engagement or go-around procedures. (b) Air exercise: (1) selection of ground marker and standard datum height to determine distance covered during various autorotation techniques; (2) revision of basic autorotation; (3) technique for range autorotation; (4) technique for constant attitude autorotation; (5) technique for low speed autorotation, including need for timely speed recovery; (6) technique for 'S' turn in autorotation; (7) 180 and 360 ° turns in autorotation; (8) revision of re-engagement and go-around technique.				
EXERCISE 18: PRACTICE FORCED LANDINGS				
(a) Long briefing objectives: (1) types of terrain or surface options for choice of best landing area; (2) practice forced landing procedure; (3) forced landing checks and crash actions; (4) rules or height for recovery and go-around. (b) Air exercise: (1) recognition of types of terrain from normal cruise height or altitude; (2) practice forced landing technique; (3) revision of recovery or go-around technique.				
EXERCISE 19: STEEP TURNS				
(a) Long briefing objectives: (1) air speed or angle of bank limitations;				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(2) technique for co-ordination to hold bank or attitude; (3) revision of speed or bank limitations in autorotation including RRPM control; (4) significance of disc loading, vibration and control feedback; (5) effect of wind in turns at low level. (b) Air exercise: (1) technique for turning at 30 ° of bank; (2) technique for turning at 45 ° of bank (where possible); (3) steep autorotative turns; (4) explanation of faults in the turn: balance, attitude, bank and coordination; (5) effect of wind at low level.				
EXERCISE 20: TRANSITIONS				
(a) Long briefing objectives: (1) revision of effect of ground cushion, translational lift and flap back; (2) training requirement for precision exercise; (3) technique for transition to forward flight and back to hover as precision exercise; (4) effect of wind. (b) Air exercise: (1) transition from hover to minimum 50 knots IAS and back to hover; Note: select constant height (20 - 30 ft) and maintain. (2) effect of wind.				
EXERCISE 21: QUICK STOPS				
(a) Long briefing objectives: (1) power control co-ordination; (2) revision of effect of wind; (3) technique for quick stop into wind; (4) technique for quick stop from crosswind; (5) revision of air speed and angles of bank limitations; (6) technique for emergency turn from downwind;				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(7) technique for quick stop from downwind from high speed: flare and turn; (8) technique for quick stop from downwind from low speed: turn and flare; Note: use reasonable datum speed for example high speed, low speed. (9) danger of holding flare when downwind, (vortex ring) - (minimum speed 70 knots); (10) to revise danger of high disc loading. (b) Air exercise: (1) technique for quick stop into wind; (2) technique for quick stop from crosswind; (3) danger of vortex ring and disc loading; (4) technique for quick stop from downwind with low speed; (5) technique for quick stop from downwind with high speed; (6) emergency turns from downwind.				
EXERCISE 22: NAVIGATION				
(a) Long briefing objectives: Note: to be broken down into manageable parts at discretion of instructor. (1) flight planning: (i) weather forecasts and actuals; (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), time(s) en route; (B) fuel consumption; (C) mass and balance. (iv) flight information: (A) NOTAMs etc; (B) noting of required radio frequencies;				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
<p>(C) selection of alternate landing sites.</p> <p>(v) helicopter documentation;</p> <p>(vi) notification of the flight:</p> <p>(A) pre-flight administration procedures;</p> <p>(B) flight plan form (where appropriate).</p> <p>(2) departure:</p> <p>(i) organisation of cockpit workload;</p> <p>(ii) departure procedures:</p> <p>(A) altimeter settings;</p> <p>(B) ATC liaison in controlled or regulated airspace;</p> <p>(C) setting heading procedure;</p> <p>(D) noting of ETA(s);</p> <p>(E) maintenance of height or altitude and heading.</p> <p>(iii) procedure for revisions of ETA and headings to include:</p> <p>(A) 10 ° line, double track, track error and closing angle;</p> <p>(B) 1 in 60 rule;</p> <p>(iv) amending an ETA;</p> <p>(v) log keeping;</p> <p>(vi) use of radio;</p> <p>(vii) use of nav aids;</p> <p>(viii) weather monitoring and minimum weather conditions for continuation of flight;</p> <p>(ix) significance of in-flight decision making;</p> <p>(x) technique for transiting controlled or regulated airspace;</p> <p>(xi) uncertainty of position procedure;</p> <p>(xii) lost procedure.</p> <p>(3) arrival:</p> <p>(i) aerodrome joining procedure, in particular ATC liaison in controlled or regulated airspace:</p> <p>(A) altimeter setting;</p> <p>(B) entering traffic pattern;</p>				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(C) circuit procedures. (ii) parking procedures, in particular: (A) security of helicopter; (B) refuelling; (C) closing of flight plan, (if appropriate); (D) post flight administrative procedures. (4) navigation problems at low heights and reduced visibility: (i) actions before descending; (ii) significance of hazards, (for example obstacles and other traffic); (iii) difficulties of map reading; (iv) effects of wind and turbulence; (v) significance of avoiding noise sensitive areas; (vi) procedures for joining a circuit from low level; (vii) procedures for a bad weather circuit and landing; (viii) actions in the event of encountering DVE; (ix) appropriate procedures and choice of landing area for precautionary landings; (x) decision to divert or conduct precautionary landing; (xi) precautionary landing. (5) radio navigation: (i) use of VOR: (A) availability, AIP and frequencies; (B) selection and identification; (C) use of OBS; (D) to or from indications: orientation; (E) use of CDI; (F) determination of radial; (G) intercepting and maintaining a radial; (H) VOR passage; (I) obtaining a fix from two VORs.				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
<p>(ii) use of ADF equipment: (A) availability of NDB stations, AIP and frequencies; (B) selection and identification; (C) orientation relative to beacon; (D) homing.</p> <p>(iii) use of VHF/DF (A) availability, AIP and frequencies; (B) R/T procedures and ATC liaison; (C) obtaining a QDM and homing.</p> <p>(iv) use of en-route or terminal radar: (A) availability and AIP; (B) procedures and ATC liaison; (C) pilots responsibilities; (D) secondary surveillance radar: (a) transponders; (b) code selection; (E) interrogation and reply.</p> <p>(iv) use of DME: (A) station selection and identification; (B) modes of operation: distance, groundspeed and time to run.</p> <p>(v) use of GNSS: (A) selection of waypoints; (B) to or from indications and orientation; (C) error messages; (D) hazards of over-reliance in the continuation of flight in DVE.</p> <p>(b) Air exercise: (1) navigation procedures as necessary; (2) to advise student and correct errors as necessary; (3) map reading techniques;</p>				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(4) the significance of calculations; (5) revision of headings and ETA's; (6) use of radio; (7) use of navaids: ADF/NDB, VOR, VHF/DF, DME and transponder; (8) cross-country flying by using visual reference, DR, GNNS and, where available, radio navigation aids; simulation of deteriorating weather conditions and actions to divert or conduct precautionary landing; (8) log keeping; (9) importance of decision making; (10) procedure to deal with uncertainty of position; (11) lost procedure; (12) appropriate procedures and choice of landing area for precautionary landings; (13) aerodrome joining procedure; (14) parking and shut-down procedures; (15) post-flight administration procedures.				
EXERCISE 23: ADVANCED TAKE-OFF, LANDINGS AND TRANSITIONS				
(a) Long briefing objectives: (1) revision of landing and take-off out of wind (performance reduction); (2) revision of wind limitations; (3) revision of directional stability variation when out of wind; (4) revision of power required diagram; (5) technique for downwind transitions; (6) technique for vertical take-off over obstacles; (7) reconnaissance technique for landing site; (8) power checks; (9) technique for running landing; (10) technique for zero speed landing; (11) technique for crosswind and downwind landings; (12) steep approach, including dangers;				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(13) revision of go-around procedures. (b) Air exercise (1) technique for downwind transition; (2) technique for vertical take-off over obstacles; (3) reconnaissance technique for landing site; (4) power check and assessment; (5) technique for running landing; (6) technique for zero speed landing; (7) technique for crosswind and downwind landings; (8) technique for steep approach; (9) go-around procedures.				
EXERCISE 24: SLOPING GROUND				
(a) Long briefing objectives: (1) limitations; (2) wind and slope relationship, including blade and control stops; (3) effect of CG when on slope; (4) ground effect and power required when on slope; (5) landing technique when on slope, left, right and nose-up; (6) avoidance of dynamic rollover, dangers of soft ground and sideways movement; (7) dangers of over controlling near ground on slope; (8) danger of striking main or tail rotor on up slope. (b) Air exercise (1) technique for assessing slope angle; (2) technique for landing and take-off left skid up slope; (3) technique for landing and take-off right skid up slope; (4) technique for landing nose up slope; (5) dangers of over controlling near ground.				
EXERCISE 25: LIMITED POWER				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(a) Long briefing objectives: (1) use of appropriate helicopter performance graphs; (2) selection of technique according to available power; (3) effect of wind on available power. (b) Air exercise: to revise and refine techniques demonstrated in exercise 23.				
EXERCISE 26: CONFINED AREAS				
(a) Long briefing objectives: (1) revision of use of helicopter performance graphs; (2) procedure for locating landing site and selecting site marker; (3) procedures for assessing wind speed and direction; (4) landing site reconnaissance techniques; (5) reason for selecting landing markers; (6) procedure for selecting direction and type of approach; (7) dangers of out of wind approach; (8) circuit procedures; (9) reason for approach to committal point and go-around, (practice approach); (10) approach technique; (11) revision of clearing turn and landing (sloping ground technique); (12) hover power check or performance assessment IGE and OGE (if necessary); (13) take-off procedures. (b) Air exercise (1) procedures for locating landing site and selecting site marker; (2) procedures for assessing wind speed and direction; (3) landing site reconnaissance techniques; (4) selecting landing markers, direction and type of approach; (5) circuit procedure; (6) practice approach, go-around and approach technique; (7) revision of clearing turn and landing (sloping ground technique); (8) hover power check or performance assessment IGE and OGE (if necessary);				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(9) take-off procedures.				
EXERCISE 27: BASIC INSTRUMENT FLIGHT				
(a) Long briefing objectives: (1) physiological sensations; (2) instrument appreciation; (3) attitude instrument flight; (4) instrument scan; (5) instrument limitations; (6) basic manoeuvres by sole reference to instruments: (i) straight and level flight at various air speeds and configurations; (ii) climbing and descending; (iii) standard rate turns, climbing and descending, onto selected headings; (iv) recoveries from climbing and descending turns (unusual attitudes). (b) Air exercise: (1) attitude instrument flight and instrument scan; (2) basic manoeuvres by sole reference to instruments: (i) straight and level flight at various air speeds and configurations; (ii) climbing and descending; (iii) standard rate turns, climbing and descending, onto selected headings; (iv) recoveries from climbing and descending turns (unusual attitudes).				
EXERCISE 28: NIGHT FLYING (if night instructional qualification required)				
(a) Long briefing objectives: (1) medical or physiological aspects of night vision; (2) requirement for torch to be carried (pre-flight inspection, etc.); (3) use of the landing light; (4) take-off and hover taxi procedures at night; (5) night take-off procedure; (6) cockpit procedures at night;				



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FI (H) training course				
B. Helicopters	Organization reference	RESULTS		
		S	U	N/A
(7) approach techniques; (8) night landing techniques; (9) night autorotation techniques (power recovery at safe height); (10) technique for practice forced landing at night (using appropriate illumination); (11) emergency procedures at night; (12) navigation principles at night; (13) map marking for night use (highlighting built up or lit areas with thicker lines, etc.). (b) Air exercise: (1) use of torch for pre-flight inspection; (2) use of landing light; (3) night take-off to hover (no sideways or backwards movement); (4) night hover taxi (higher and slower than by day); (5) night transition procedure; (6) night circuit; (7) night approach and landing (including use of landing light); (8) night autorotation (power recovery at safe height); (9) practice forced landing at night (using appropriate illumination); (10) night emergency procedures; (11) night cross country techniques, as appropriate.				



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



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje
FI (H) tečaja osposobljavanja
*Application / Compliance Checklist for
FI (H) course approval*

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

Position	Name and Surname	Signature	Date
CCAA Inspector			
CCAA Inspector			

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