



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (As) tečaja osposobljavanja  
*Application / Compliance Checklist for  
FI (As) 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 ishodište 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
<b>Part 1 – The training plan</b>					
(1) The aim of the course (ATP, CPL/IR, CPL, etc. as applicable)	A statement of what the student is expected to do as a result of the training, the level of performance, and the training constraints to be observed.				
(2) Pre-entry requirements	(i) Minimum age, educational requirements (including language), medical requirements; (ii) Any individual Member State requirements.				
(3) Credits for previous experience	To be obtained from the competent authority before training begins.				
(4) Training syllabi	As applicable, the flying syllabus (single-engine or multi-engine, as applicable), the flight simulation training syllabus and the theoretical knowledge training syllabus.				
(5) The time scale and scale, in weeks, for each syllabus	Arrangements of the course and the integration of syllabi time.				
(6) Training programme	(i) The general arrangements of daily and weekly programmes for flying, theoretical knowledge training and training in FSTDs, if applicable;				
	(ii) Bad weather constraints;				
	(iii) Programme constraints in terms of maximum student training times, (flying, theoretical knowledge, on FSTDs), for example per day, week or month;				
	(iv) Restrictions in respect of duty periods for students;				
	(v) Duration of dual and solo flights at various stages;				
	(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.				
<b>Part 2 - Briefing and Air Exercises</b>				
(1) Air Exercise	A detailed statement of the content specification of all the air exercises to be taught, arranged in the sequence to be flown with main and subtitles.			
(2) Air exercise reference	An abbreviated list of the above exercises giving only main and			



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			S	U	N/A
list	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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			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.				
<b>Part 3 – Flight training in an FSTD, if applicable</b>					
(1) Air Exercise	A detailed statement of the content specification of all the air exercises to be taught, arranged in the sequence to be flown with main and subtitles.				
(2) Air exercise reference list	An abbreviated list of the above exercises giving only main and subtitles for quick reference, and preferably in flip-card form to facilitate daily use by instructors.				
(3) Course structure: phase of training	A statement of how the course will be divided into phases, indication of how the above air exercises will be divided between the phases and how they will be arranged to ensure that they are completed in the most suitable learning sequence and that essential (emergency) exercises are repeated at the correct frequency. Also, the syllabus hours for each phase and for groups of exercises within each phase shall be stated and when progress tests are to be conducted, etc.				
(4) Course structure: integration of syllabi	The manner in which theoretical knowledge and flying training in an aircraft or an FSTD will be integrated so that as the flying training exercises are carried out students will be able to apply the knowledge				



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			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.				
<b>Part 4 - Theoretical knowledge instruction</b>					
(1) Structure of the theoretical knowledge course	A statement of the structure of the course, including the general sequence of the topics to be taught in each subject, the time allocated to each topic, the breakdown per subject and an example of a course schedule.				
	Distance learning courses should include instructions of the material to be studied for individual elements of the course.				



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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 (As) training course				
	Organization reference	RESULTS		
		S	U	N/A
<b>FCL.920 Instructor competencies and assessment</b>				
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.				
<b>FCL.930.FI FI — Training course</b>				
(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 (As) 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 (As) 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
<b>GENERAL</b>				
(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.				
<b>FLIGHT INSTRUCTION</b>				
(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.				
<b>CONTENT</b>				
(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 (As) 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.				
<b>Part 1</b>				
<b>TEACHING AND LEARNING</b>				
(a) The course should include at least 125 hours of theoretical knowledge instruction, including at least 25 hours teaching and learning instruction.				
<b>CONTENT OF THE TEACHING AND LEARNING INSTRUCTIONS (INSTRUCTIONAL TECHNIQUES):</b>				
(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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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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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 (As) training course				
C. Airships	Organization reference	RESULTS		
		S	U	N/A
Part 2				
AIR EXERCISES				
<p>(a) The air exercises are similar to those used for the training of PPL(As) 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"> <li>(1) the applicant's progress and ability;</li> <li>(2) the weather conditions affecting the flight;</li> <li>(3) the flight time available;</li> <li>(4) instructional technique considerations;</li> <li>(5) the local operating environment.</li> </ul> <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				
<p>(d) 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 how the flight will be conducted about who is to fly the airship 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.</p> <p>(e) The four basic components of the briefing will be:</p> <ul style="list-style-type: none"> <li>(1) the aim;</li> <li>(2) principles of flight (briefest reference only);</li> <li>(3) the air exercise(s) (what, and how and by whom);</li> <li>(4) airmanship (weather, flight safety etc.).</li> </ul>				
PLANNING OF FLIGHT LESSONS				



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C. Airships	Organization reference	RESULTS		
		S	U	N/A
(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.				
<b>GENERAL CONSIDERATIONS</b>				
(g) The student instructor should complete flight training to practise the principles of basic instruction at the PPL(As) 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(As). (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) The exercises 15 and 16 of the flight instruction syllabus should be undertaken at night in addition to by day as part of the course. (k) The student instructor should learn how to identify common errors and how to correct them properly, which should be emphasised at all times.				
<b>SYLLABUS OF FLIGHT INSTRUCTION CONTENTS</b>				
LONG BRIEFINGS AND AIR EXERCISES Note: although exercise 16 is not required for the PPL(As) course it is a requirement for the FI(As) course.				
<b>EXERCISE 1: FAMILIARISATION WITH THE AIRSHIP</b>				
(a) Long briefing objectives: (1) introduction to the airship; (2) characteristics of the airship; (3) cockpit layout; (4) airship and engine systems; (5) use of the checklist(s) and procedures; (6) to familiarise the student with the airship controls; (7) differences when occupying the instructor's seat; (8) emergency drills: (i) action if fire in the air or 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.				



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C. Airships	Organization reference	RESULTS		
		S	U	N/A
(b) Air exercise: all long briefing objectives mentioned above should also be trained on site during the air exercise.				
<b>EXERCISE 2: PREPARATION FOR AND ACTION AFTER FLIGHT</b>				
(a) Long briefing objectives: (1) flight authorisation and airship acceptance including tech 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 airship (including system checks); (9) parking, masting and unmasting, leaving the airship (including safety or security as applicable); (10) completion of the authorisation sheet and airship serviceability documents; (b) Air exercise: all long briefing objectives mentioned above should also be trained on site during the air exercise.				
<b>EXERCISE 3: AIR EXPERIENCE</b>				
(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.				
<b>EXERCISE 4: EFFECTS OF CONTROLS</b>				
(a) Long briefing objectives: (1) function of the flying controls (primary and secondary effect); (2) effect of air speed; (3) effect of power changes;				





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(4) effect of trimming and other controls; (5) use of instruments; (6) use of carburettor heat. (b) Air exercise: (1) function of the flying controls; (2) effect of air speed; (3) effect of power changes; (4) effect of trimming and other controls; (5) use of instruments (including instrument scan); (6) use of carburettor heat.				
<b>EXERCISE 5: GROUND MANOEUVERING</b>				
(a) Long briefing objectives: (1) pre-taxi checks; (2) starting, control of speed and stopping; (3) engine handling; (4) masting procedures; (5) control of direction and turning; (6) effects of wind; (7) effects of ground surface; (8) marshalling signals; (9) instrument checks; (10) ATC procedures; (11) emergencies. (b) Air exercise: (1) starting, control of speed and stopping; (2) engine handling; (3) masting procedures; (4) control of direction and turning; (5) effect of wind.				



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C. Airships	Organization reference	RESULTS		
		S	U	N/A
<b>EXERCISE 6: TAKE-OFF PROCEDURES</b>				
(a) Long briefing objectives: (1) pre take-off checks; (2) take-off with different static heaviness; (3) drills during and after take-off; (4) noise abatement procedures. (b) Air exercise: (1) take-off with different static heaviness; (2) drills during and after take-off.				
<b>EXERCISE 6e: EMERGENCIES</b>				
(a) Long briefing objectives: (1) abandoned take-off; (2) engine failures and actions after take-off; (3) malfunctions of thrust vector control; (4) aerodynamic control failures; (5) electrical and system failures. (b) Air exercise: (1) how to abandon a take-off; (2) engine failure and suitable action; (3) malfunctions of thrust vector control; (4) aerodynamic control failures.				
<b>EXERCISE 7: CLIMBING</b>				
(a) Long briefing objectives: (1) entry and how to maintain the normal and max rate of climb; (2) levelling off procedure; (3) how to level off at selected altitudes; (4) maximum angle of climb; (5) maximum rate of climb.				



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 FI (As) course approval*

FI (As) training course				
C. Airships	Organization reference	RESULTS		
		S	U	N/A
(b) Air exercise: (1) how to level off at selected altitudes; (2) maximum angle of climb.				
<b>EXERCISE 8: STRAIGHT AND LEVEL FLIGHT</b>				
(a) Long briefing objectives: (1) how to attain and maintain straight and level flight; (2) flight at or close to pressure height; (3) control in pitch, including use of trim; (4) at selected air speeds (use of power); (5) during speed changes; (6) use of instruments for precision. (b) Air exercise: (1) how to attain and maintain straight and level flight; (2) flight at or close to pressure height; (3) control in pitch, including use of trim; (4) at selected air speeds (use of power); (5) during speed changes.				
<b>EXERCISE 9: DESCENDING</b>				
(a) Long briefing objectives: (1) entry, maintaining and levelling off techniques; (2) levelling off at selected altitudes; (3) maximum rate of descent; (4) maximum angle of descent; (5) use of instruments for precision flight. (b) Air exercise: (1) levelling off at selected altitudes; (2) maximum rate of descent; (3) maximum angle of descent.				



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FI (As) training course				
C. Airships	Organization reference	RESULTS		
		S	U	N/A
<b>EXERCISE 10: TURNING</b>				
(a) Long briefing objectives: (1) entry and maintaining level turns; (2) resuming straight flight; (3) faults in the turn; (4) climbing turns; (5) descending turns; (6) turns to selected headings: use of gyro heading indicator and compass; (7) use of instruments for precision. (b) Air exercise (1) faults in the turn and correction techniques; (2) climbing turns; (3) descending turns.				
<b>EXERCISE 11: HOVERING</b>				
(a) Long briefing objectives: hovering manoeuvres (as applicable). (b) Air exercise: hovering manoeuvres (as applicable).				
<b>EXERCISE 12: APPROACH AND LANDING</b>				
(a) Long briefing objectives: (1) effect of wind on approach and touchdown speeds; (2) landing with different static heaviness; (3) missed approach and go-around procedures; (4) noise abatement procedures. (b) Air exercise (1) a landing with different static heaviness; (2) missed approach and go-around procedures.				
<b>EXERCISE 12e: EMERGENCIES</b>				
(a) Long briefing objectives: (1) aborted approach or go-around;				



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FI (As) training course				
C. Airships	Organization reference	RESULTS		
		S	U	N/A
(2) malfunction of thrust vector control; (3) envelope emergencies; (4) fire emergencies; (5) aerodynamic control failures; (6) electrical and system failures. (b) Air exercise: emergency drills and actions.				
<b>EXERCISE 13: PRECAUTIONARY LANDING</b>				
(a) Long briefing objectives: (1) occasions necessitating a precautionary landing; (2) in-flight conditions; (3) landing area selection; (4) circuit and approach. (b) Air exercise: (1) how to perform the landing area selection; (2) circuit and approach.				
<b>EXERCISE 14a: NAVIGATION</b>				
(a) Long briefing objectives: (1) how to do the flight planning; (2) departure for a navigation flight; (3) in-flight navigational techniques; (4) arrival and aerodrome joining procedures; (b) Air exercise: (1) complete flight planning of a navigation flight; (2) departure for a navigation flight; (3) in-flight navigational techniques; (4) arrival and aerodrome joining procedures.				
<b>EXERCISE 14b: NAVIGATION AT LOWER LEVELS AND IN REDUCED VISIBILITY</b>				
(a) Long briefing objectives:				



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FI (As) training course				
C. Airships	Organization reference	RESULTS		
		S	U	N/A
(1) actions before descending; (2) possible hazards (for example obstacles and terrain) and actions; (3) student difficulties of map reading; (4) effects of winds, turbulence and precipitation; (5) vertical situational awareness; (6) avoidance of noise sensitive areas; (7) joining the circuit; (8) bad weather circuit and landing. (b) Air exercise: (1) actions before descending; (2) map reading techniques; (3) vertical situational awareness; (4) avoidance of noise sensitive areas; (5) joining the circuit; (6) bad weather circuit and landing.				
EXERCISE 14c: RADIO NAVIGATION				
(a) Long briefing objectives: (1) use of VOR; (2) use of ADF equipment; (3) use of NDB stations; (4) use of VHF/DF; (5) use of en-route or terminal radar; (6) use of DME equipment. (b) Air exercise (1) use of nav aids; (2) procedure to deal with uncertainty of position.				
EXERCISE 15: BASIC INSTRUMENT FLIGHT				
(a) Long briefing objectives:				



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FI (As) training course				
C. Airships	Organization reference	RESULTS		
		S	U	N/A
(1) physiological sensations; (2) instrument appreciation; (3) attitude instrument flight; (4) instrument scan; (5) instrument limitations; (6) basic manoeuvres by sole reference to the instruments: (i) straight and level; (ii) climbing and descending; (iii) turns, climbing and descending, onto selected headings; (iv) recoveries from climbing and descending turns. (b) Air exercise: (1) attitude instrument flight and instrument scan; (2) the basic manoeuvres: (i) straight and level; (ii) climbing and descending; (iii) turns, climbing and descending, onto selected headings; (iv) recoveries from climbing and descending turns.				
<b>EXERCISE 16: NIGHT FLYING (if night instructional qualification required)</b>				
(a) Long briefing objectives: (1) medical and physiological aspects of night vision; (2) requirement for torch to be carried (pre-flight inspection, etc.); (3) use of the landing light; (4) ground manoeuvring procedures at night; (5) night take-off procedure; (6) cockpit procedures at night; (7) approach techniques; (8) night landing techniques (9) emergency procedures at night;				



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FI (As) training course				
C. Airships	Organization reference	RESULTS		
		S	U	N/A
(10) navigation principles at night. (b) Air exercise: (1) use of landing light; (2) night ground manoeuvring; (3) night take-off, circuit or approach and landing (including use of landing light).				

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





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

Position	Name and Surname	Signature	Date
CCAA Inspector			
CCAA Inspector			

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