



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje
FI (S) tečaja osposobljavanja
*Application / Compliance Checklist for
FI (S) 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;				



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



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		S	U	N/A
(iv) Rules concerning refresher training before retest;				
(v) Test reports and records;				
(vi) Procedures for examination paper preparation, type of question and assessment, standard required for 'pass';				
(vii) Procedure for question analysis and review and for raising replacement papers;				
(viii) Examinations resit procedures.				
(10) Training effectiveness				
(i) Individual responsibilities;				
(ii) General assessment;				
(iii) Liaison between departments;				
(iv) Identification of unsatisfactory progress (individual students);				
(v) Actions to correct unsatisfactory progress;				
(vi) Procedure for changing instructors;				
(vii) Maximum number of instructor changes per student;				
(viii) Internal feedback system for detecting training deficiencies;				
(ix) Procedure for suspending a student from training;				
(x) Discipline;				
(xi) Reporting and documentation.				
(11) Standards and level of performance at various stages				
(i) Individual responsibilities;				
(ii) Standardisation;				
(iii) Standardisation requirements and procedures;				
(iv) Application of test criteria.				
Part 2 - Briefing and Air Exercises				



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



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			S	U	N/A
	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 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.				



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			S	U	N/A
	Also, the syllabus hours for each phase and for groups of exercises within each phase shall be stated and when progress tests are to be conducted, etc.				
(4) Course structure: integration of syllabi	The manner in which theoretical knowledge and flying training in an aircraft or an FSTD will be integrated so that as the flying training exercises are carried out students will be able to apply the knowledge gained from the associated theoretical knowledge instruction and flight training.				
(5) Student progress	The requirement for student progress and include a brief but specific statement of what a student is expected to be able to do and the standard of proficiency he/she must achieve before progressing from one phase of air exercise training to the next. Include minimum experience requirements in terms of hours, satisfactory exercise completion, etc. as necessary before significant exercises for example night flying.				
(6) Instructional methods	The ATO requirements, particularly in respect of pre- and post-flying briefing, adherence to syllabi and training specifications, authorization of solo flights, etc.				
(7) Progress tests	The instructions given to examining staff in respect of the conduct and documentation of all progress tests.				
(8) Glossary of terms	Definition of significant terms as necessary.				
(9) Appendices	(i) Progress test report forms;				
	(ii) Skill test report forms;				
	(iii) ATO certificates of experience, competence, etc. as required.				



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			S	U	N/A
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.				
(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 (S) 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;				



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	Organization reference	RESULTS		
		S	U	N/A
(iii) in the case of an FI(S), at least 6 hours or 20 take-offs of flight instruction; (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 (S) training course					
AMC2 FCL.930.FI FI — Training course	FI(S) AND FI(B) TRAINING COURSE	Organization reference	RESULTS		
GENERAL			S	U	N/A
(a) The aim of the FI(S) and FI(B) training course is to train SPL and BPL holders to the level of competence defined in FCL.920 as instructor competencies. (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; and (4) teach the student instructor the principles of basic instruction and to apply them at all training levels. (c) With the exception of the section on teaching and learning, all the subject detail contained in the ground and flight training syllabus is complementary to the SPL and BPL course syllabus. (d) The FI training course should give particular stress to the role of the individual in relation to the importance of human factors in the man-machine and theoretical knowledge environment interaction. Special attention should be paid to the applicant's maturity and judgement including an understanding of adults, their behavioural attitudes and variable levels of education. (e) During the training course, the applicants should be made aware of their own attitudes to the importance					



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FI (S) training course					
AMC2 FCL.930.FI FI — Training course	FI(S) AND FI(B) TRAINING COURSE	Organization reference	RESULTS		
			S	U	N/A
of flight safety. Improving safety awareness should be a fundamental objective throughout the training course. It will be of major importance for the training course to aim at giving applicants the knowledge, skills and attitudes relevant to a flight instructor's task. (f) On successful completion of the training course and final test the applicant may be issued with an FI certificate.					
CONTENT					
(g) 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.					
Part 1					
The content of the teaching and learning part of the FI course, as established in AMC1 FCL.930.FI, should be used as guidance to develop the course syllabus. The course should include at least 55 hours of theoretical knowledge including at least 25 hours teaching and learning instructions for the FI (S) and FI(B) certificate.					
Part 2					
FLIGHT INSTRUCTION SYLLABUS					
An approved FI training course should comprise at least the minimum hours of flight instruction as defined in FCL.930.FI.					
AIR EXERCISES					
(a) The air exercises are similar to those used for the training of SPL or BPL but with additional items designed to cover the needs of a flight instructor. (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: (1) the applicant's progress and ability;					



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FI (S) training course					
AMC2 FCL.930.FI FI — Training course	FI(S) AND FI(B) TRAINING COURSE	Organization reference	RESULTS		
			S	U	N/A
(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 aircraft type. (c) At the discretion of the instructors some of the exercises may be combined whereas some other exercises may be done in several flights. (d) It follows that student instructors will eventually be faced with similar inter-related 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.					
GENERAL					
(e) 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 with regard to who is to fly the aircraft 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. (f) The five basic components of the briefing will be: (1) the aim; (2) the air exercise(s) (what, and how and by whom); (3) flight briefing; (4) check of understanding; (5) airmanship.					
PLANNING OF FLIGHT LESSONS					
(g) 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					
(h) The student instructor should complete flight training in order to practise the principles of basic					



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FI (S) training course					
AMC2 FCL.930.FI FI — Training course	FI(S) AND FI(B) TRAINING COURSE	Organization reference	RESULTS		
			S	U	N/A
<p>instruction at the SPL or BPL level. During this training the student instructor occupies the seat normally occupied by the FI.</p> <p>(i) The instructor providing this instructor training is normally taking over the role of the student pilot. In the case of the course for the FI(B) an additional person holding a BPL or LAPL(B) licence or a student pilot for these licences may be on board in order to function as a student pilot under the supervision of the instructor.</p> <p>(j) It is to be noted that airmanship is a vital ingredient of all flight operations. Therefore, in the following air exercises the relevant aspects of airmanship are to be stressed at the appropriate times during each flight.</p> <p>(k) The student instructor should learn how to identify common errors and how to correct them properly, which should be emphasised at all times.</p>					

FI (S) training course				
AMC2 FCL.930.FI FI – Training course	Organization reference	RESULT		
SYLLABUS OF FLIGHT INSTRUCTION CONTENTS		S	U	N/A
A. SAILPLANES				
LONG BRIEFINGS AND AIR EXERCISES				
Note: although the fully developed spin in exercise 10 is not required for the LAPL course, it is a requirement for the FI course.				
EXERCISE 1: FAMILIARISATION WITH THE SAILPLANE				
<p>(a) Objective: To advise the student instructor on how to familiarise the student with the sailplane which will be used for the training and to test his/her position in the sailplane for comfort, visibility, and ability to use all controls and equipment.</p> <p>(b) Briefing and exercise: The student Instructor has to: (1) present the type of sailplane which will be used;</p>				



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AMC2 FCL.930.FI FI – Training course	Organization reference	RESULT		
SYLLABUS OF FLIGHT INSTRUCTION CONTENTS		S	U	N/A
A. SAILPLANES				
(2) explain the cockpit layout: instruments and equipment; (3) explain the flight controls: stick, pedals, airbrakes, flaps, cable release, undercarriage; (4) check the position of the student on the seat for comfort, visibility, ability to use all controls; (5) explain the use of the harness; (6) demonstrate how to adjust the rudder pedal; (7) explain the differences when occupying the instructor's position; (8) explain all checklists, drills, controls.				
EXERCISE 2: PROCEDURE IN THE EVENT OF EMERGENCIES				
(a) Objective: To advise the student instructor on how to familiarise the student with the use of the parachute and how to explain the bail out procedure in case of emergency. (b) Briefing and exercise: The student instructor has to: (1) explain how to handle the parachute with care (transport, storage and drying after use); (2) demonstrate the adjustment of the parachute harness; (3) explain the bail out procedure (especially from a sailplane in unusual attitude); (4) explain the procedure for landing with a parachute in normal conditions and with a strong wind.				
EXERCISE 3: PREPARATION FOR FLIGHT				
(a) Objective: To advise the student instructor on how to explain all the operations to be completed prior to flight. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly. (b) Briefing: The student instructor has to explain: (1) the need for a pre-flight briefing; (2) the structure and the content of this briefing;				



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AMC2 FCL.930.FI FI – Training course	Organization reference	RESULT		
SYLLABUS OF FLIGHT INSTRUCTION CONTENTS		S	U	N/A
A. SAILPLANES				
(3) which documents are required on board; (4) which equipment are required for a flight; (5) how to handle the sailplane on the ground, how to move it, how to tow it out and how to park it; (6) how to do the pre-flight external and internal checks; (7) the procedure for verifying in-limits mass and balance; (8) the pre-launch checks (checklist). (c) Air exercise: The student instructor has to demonstrate: (1) the need for a pre-flight briefing; (2) that the required documents are on board; (3) that the equipment required for the intended flight is on board; (4) how to handle the sailplane on the ground, move it to the start position, tow it out and park it; (5) how to perform a pre-flight external and internal check; (6) how to verify in-limits mass and balance; (7) how to adjust harness as well as seat or rudder pedals; (8) the pre-launch checks; (9) how to advise the student pilot in performing the pre-flight preparation; (10) how to analyse and correct pre-flight preparation errors as necessary.				
EXERCISE 4: INITIAL AIR EXPERIENCE				
(a) Objective: To advise the student instructor on how to familiarise the student with being in the air, with the area around the airfield, to note his/her reactions in this situation, and to draw his/her attention to safety and look-out procedures. (b) Briefing: The student instructor has to explain: (1) the area around the airfield;				



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SYLLABUS OF FLIGHT INSTRUCTION CONTENTS		S	U	N/A
A. SAILPLANES				
(2) the need for looking out; (3) the change of aircraft control. (c) Air exercise: The student instructor has to: (1) show the noteworthy references on the ground; (2) analyse the reactions of the student; (3) check that the student looks out (safety).				
EXERCISE 5: PRIMARY EFFECTS OF CONTROLS				
(a) Objective: To advise the student instructor on how to: (1) demonstrate the primary effects of each control with the help of visual references; (2) train the student pilot to recognise when the sailplane is no longer in a normal attitude along one of the axes and to return to the normal attitude; (3) train continuous and efficient look-out during these exercises; (4) analyse and correct errors and student pilot mistakes as necessary. (b) Briefing: The student instructor has to explain: (1) define the axes of a sailplane; (2) the look-out procedures; (3) the visual references along each axis; (4) the primary effects of controls when laterally level; (5) the relationship between attitude and speed; (6) the use of flaps; (7) the use of airbrakes. (c) Air exercise: The student instructor has to demonstrate:				



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SYLLABUS OF FLIGHT INSTRUCTION CONTENTS		S	U	N/A
A. SAILPLANES				
(1) the visual references in flight; (2) the primary effect of the elevator; (3) the relationship between attitude and speed (inertia); (4) the primary effect of rudder on the rotation of the sailplane around the vertical axis; (5) the primary effect of ailerons on banking; (6) the effect of airbrakes (including changes in pitch when airbrakes are extended or retracted); (7) the effects of flaps (provided the sailplane has flaps); (8) the look-out procedures during all the exercises; (9) how to advise the student pilot to recognise the primary effects of each control; (10) how to analyse and correct errors as necessary.				
EXERCISE 6: CO-ORDINATED ROLLING TO AND FROM MODERATE ANGLES OF BANK				
(a) Objective: To advise the student instructor on secondary effects of controls and on how to teach the student to coordinate ailerons and rudder in order to compensate for the adverse yaw effect. Furthermore the student instructor should learn how to identify student errors and how to correct them properly. (b) Briefing: The student instructor has to explain: (1) the secondary effects of controls; (2) the adverse yaw effect; (3) how to compensate for the adverse yaw; (4) the further effect of the rudder (roll). (c) Air exercise: The student instructor has to demonstrate: (1) the adverse yaw effect with a reference on ground; (2) the further effect of the rudder (roll); (3) the coordination of ruder and aileron controls to compensate for the adverse yaw effects;				



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(4) rolling to and from moderate angles of bank (20 to 30 °) and returning to the straight flight; (5) how to advise the student pilot to coordinate ailerons and rudder; (6) how to analyse and correct errors as necessary.				
EXERCISE 7: STRAIGHT FLYING				
(a) Objective: To advise the student instructor on how to train the student to maintain straight flight with a constant heading without slipping and skidding. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly. (b) Briefing: The student instructor has to: (1) explain how to maintain straight flight; (2) explain different air speed limitations; (3) explain the pitch stability of the sailplane; (4) explain the effect of trimming. (c) Air exercise: The instructor student has to demonstrate: (1) maintaining straight flight; (2) inherent pitch stability; (3) the control of the sailplane in pitch, including use of trim with visual references and speed; (4) how to perform the instrument monitoring; (5) the control of level attitude with visual references; (6) the control of the heading with a visual reference on the ground; (7) the look-out procedures during all the exercises; (8) how to advise the student pilot to maintain straight flight; (9) how to analyse and correct errors as necessary.				
EXERCISE 8: TURNING				



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<p>(a) Objective: To advise the student instructor on how to teach students to fly turns and circles with a moderate constant bank of about 30 ° with constant attitude (speed) and coordinated flight. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.</p> <p>(b) Briefing: The student instructor has to explain: (1) the forces on the sailplane during a turn; (2) the need to look out before turning; (3) the sequences of a turn (entry, stabilizing and exiting); (4) the common faults during a turn; (5) how to turn on to selected headings, use of compass; (6) the use of instruments (ball indicator or slip string) for precision.</p> <p>(c) Air exercise: The student instructor has to demonstrate: (1) the look-out procedure before turning; (2) entering a turn (correction of adverse yaw); (3) the stabilisation of a turn (keeping the attitude and compensating the induced roll); (4) the exit from a turn; (5) the most common faults in a turn; (6) turns on to selected headings (use landmarks as reference); (7) use of instruments (ball indicator or slip string) for precision; (8) how to advise the student pilot to fly a turn or circle with a moderate bank; (9) how to analyse and correct errors as necessary.</p>				
EXERCISE 9a: SLOW FLIGHT				
<p>(a) Objective: To advise the student instructor on how to improve the student's ability to recognise inadvertent flight at</p>				



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critically low speeds (high angle of attack) and to provide practice in maintaining the sailplane in balance while returning to normal attitude (speed). Furthermore the student instructor should learn how to identify student errors and how to correct them properly.				
(b) Briefing: The student instructor has to explain: (1) the characteristics of slow flight; (2) the risks of stalling.				
(c) Air Exercise: The student instructor has to check that the airspace below the sailplane is free of other aircraft before starting the exercise. The student instructor has to demonstrate: (1) a controlled flight down to critically high angle of attack (slow air speed), and draw the attention of the student to the nose up attitude, reduction of noise, reduction of speed; (2) a return to the normal attitude (speed); (3) how to advise the student pilot to recognise inadvertent flight at critically low speeds; (4) how to provide practice in maintaining the sailplane in balance while returning to normal attitude; (5) how to analyse and correct errors as necessary.				
EXERCISE 9b: STALLING				
(a) Objective: To advise the student Instructor on how to improve the student's ability to recognize a stall and to recover from it. This includes stall from a level flight and stalls when a wing drops. Furthermore the student instructor should learn how to identify student errors and how to correct them properly.				
(b) Briefing: The student instructor has to explain: (1) the mechanism of a stall; (2) the effectiveness of the controls at the stall;				



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<p>(3) pre-stall symptoms, recognition and recovery;</p> <p>(4) factors affecting the stall (importance of the angle of attack and high speed stall);</p> <p>(5) effect of flaps if any on the sailplane;</p> <p>(6) the effects of unbalance at the stall safety checks;</p> <p>(7) stall symptoms, recognition and recovery;</p> <p>(8) recovery when a wing drops;</p> <p>(9) approach to stall in the approach and in the landing configurations: recognition and recovery from accelerated stalls.</p> <p>(c) Air Exercise: The student instructor has to check that the airspace below the sailplane is free of other aircraft or traffic before starting the exercise. The student instructor has to demonstrate:</p> <p>(1) stall from a level flight;</p> <p>(2) pre-stall symptoms, recognition and recovery;</p> <p>(3) stall symptoms, recognition and recovery;</p> <p>(4) recovery when a wing drops;</p> <p>(5) approach to stall in the approach and in the landing configurations;</p> <p>(6) recognition and recovery from accelerated stalls;</p> <p>(7) stalling and recovery at the incipient stage with 'instructor induced' distractions;</p> <p>(8) how to improve the student pilot's ability to recognise a stall and to recover from it;</p> <p>(9) how to analyse and correct errors as necessary.</p> <p>Note: consideration is to be given to manoeuvre limitations and references to the flight manual or equivalent document (for example owner's manual or pilot's operating handbook) in relation to mass and balance limitations. 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</p>				



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owner's manual or pilot's operating handbook), they have to be taken into consideration. These factors are also covered in the next exercise.				
EXERCISE 10a: SPIN RECOGNITION AND AVOIDANCE				
<p>(a) Objective: To advise the student Instructor on how to improve the student's ability to recognize a spin at the incipient stage and to recover from it. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.</p> <p>(b) Briefing: The student instructor has to explain: (1) why a sailplane spins; (2) how to recognise the symptoms of a spin (not to be confused with spiral dive); (3) what are the parameters influencing the spin; (4) how to recover from a spin.</p> <p>(c) Air exercise: The student instructor has to check that the airspace below the sailplane is free of other aircraft or traffic before starting the exercise. The student instructor has to: (1) demonstrate stalling and recovery at the incipient spin stage (stall with excessive wing drop, about 45°); (2) make sure that the student recognises the spin entry; (3) make sure that the student pilot is able to recover from the spin; (4) check if the student still reacts properly if the instructor induces distractions during the spin entry; (5) demonstrate how to analyse and correct errors as necessary. Note: consideration of manoeuvre limitations and the need to refer to the sailplane manual and mass and balance calculations.</p>				
EXERCISE 10b: DEVELOPED SPINS: ENTRY AND RECOVERY				



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<p>(a) Objective: To advise the student instructor on how to recognize a developed spin and to recover from it. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.</p> <p>(b) Briefing: The student instructor has to explain:</p> <ol style="list-style-type: none"> (1) the spin entry; (2) the symptoms of a real spin and the recognition and identification of spin direction; (3) the spin recovery; (4) use of controls; (5) effects of flaps (flap restriction applicable to type); (6) the effect of the CG upon spinning characteristics; (7) the spinning from various flight attitudes; (8) the sailplane limitations; (9) safety checks; (10) common errors during recovery. <p>(c) Air exercise: The student instructor has to check that the airspace below the sailplane is free of other aircraft or traffic before starting the exercise. The student instructor has to demonstrate:</p> <ol style="list-style-type: none"> (1) safety checks; (2) the spin entry; (3) the recognition and identification of the spin direction; (4) the spin recovery (reference to flight manual); (5) the use of controls; (6) the effects of flaps (restrictions applicable to sailplane type); (7) spinning and recovery from various flight attitudes; 				



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(8) how to improve the student pilot's ability to recognise a spin and how to recover from it; (9) how to analyse and correct errors as necessary.				
EXERCISE 11: TAKE OFF OR LAUNCH METHODS				
Note: the student instructor has to teach at least one of the following launch methods: winch launch, aero tow, self launch. At least three launch failure exercises should be completed. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.				
EXERCISE 11a: WINCH LAUNCH				
(a) Objective: To advise the student instructor on how to teach winch launches and on how to make sure that their student will manage an aborted launch. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.				
(b) Briefing: The student instructor has to explain: (1) the signals or communication before and during launch; (2) the use of the launching equipment; (3) the pre-take-off checks; (4) the procedure for into wind take-off; (5) the procedure for crosswind take-off; (6) the optimum profile of winch launch and limitations; (7) the launch failure procedures.				
(c) Air exercise: The student instructor has to demonstrate: (1) the use of the launching equipment; (2) the pre-take-off checks; (3) the into wind take-off; (4) the crosswind take-off;				



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(5) the optimum profile of winch launch and limitations; (6) the procedure in case of cable break or aborted launch, launch failure procedures; (7) how to teach the student pilot to perform safe winch launches; (8) how to teach the student pilot to manage an aborted launch (different altitudes); (9) how to analyse and correct errors as necessary.				
EXERCISE 11b: AERO TOW				
(a) Objective: To advise the student instructor on how to teach aero towing and on how to make sure that their student will manage an aborted launch. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly. (b) Briefing: The student instructor has to explain: (1) the signals or communication before and during launch; (2) the use of the launch equipment; (3) the pre-take-off checks; (4) the procedure for into wind take-off; (5) the procedure for crosswind take-off; (6) the procedure on tow: straight flight, turning and slip stream; (7) the recovery from out-of-position on tow; (8) the procedures in case of launch failure and abandonment; (9) the descending procedure on tow (towing aircraft and sailplane); (10) the reasons for launch failures and abandonment or procedures. (c) Air exercise: The student instructor has to demonstrate: (1) the signals before and during launch; (2) the use of the launch equipment;				



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(3) the pre-take-off checks; (4) the procedure for into wind take-off; (5) the procedure for a crosswind take-off; (6) the procedures on tow: straight flight, turning and slip stream; (7) the recovery from out-of-position on tow; (8) the procedure in case of launch failure and abandonment; (9) the descending procedure on tow; (10) how to teach the student pilot to perform safe aero tow launches; (11) how to teach the student pilot to manage an aborted launch; (12) how to analyse and correct errors as necessary.				
EXERCISE 11c: SELF LAUNCH				
(a) Objective: To advise the student instructor on how to teach launching with a self launching sailplane and on how to make sure that his/her student will manage an aborted launch. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly. (b) Briefing: The student instructor has to explain: (1) the engine extending and retraction procedures; (2) the engine starting and safety precautions; (3) the pre-take-off checks; (4) the noise abatement procedures; (5) the checks during and after take-off; (6) the into wind take-off; (7) the crosswind take-off; (8) the procedure in case of power failure; (9) the procedure in case of abandoned take-off;				



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(10) the maximum performance (short field and obstacle clearance) takeoff; (11) the short take-off and soft field procedure or techniques and performance calculations. (c) Air exercise: The student instructor has to demonstrate: (1) the engine extending and retraction procedures; (2) the engine starting and safety precautions; (3) the pre-take-off checks; (4) the noise abatement procedures; (5) the checks during and after take off; (6) the into wind take-off; (7) the crosswind take-off; (8) the power failures and procedures; (9) the procedure in case of abandoned take-off; (10) the maximum performance (short field and obstacle clearance) takeoff; (11) the short take-off and soft field procedure or techniques and performance calculations; (12) how to teach the student pilot to perform safe self launches; (13) how to teach the student pilot to manage an aborted launch (different altitudes); (14) how to analyse and correct errors as necessary.				
EXERCISE 12: CIRCUIT APPROACH AND LANDING				
(a) Objective: To advise the student instructor on how to teach their students to fly a safe circuit approach and to land the sailplane. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly. (b) Briefing: The student instructor has to explain: (1) the procedures for rejoining the circuit;				



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(2) the procedures for collision avoidance and the lookout techniques; (3) the pre-landing check; (4) the normal circuit procedures, downwind, base leg; (5) the effect of wind on approach and touchdown speeds ; (6) the visualisation of a reference point; (7) the approach control and use of airbrakes; (8) the use of flaps (if applicable); (9) the procedures for normal and crosswind approach and landing. (c) Air exercise: The student instructor has to demonstrate: (1) the procedures for rejoining the circuit; (2) the procedures for collision avoidance and the look-out techniques; (3) the pre-landing check; (4) the standard circuit and contingency planning (for example running out of height); (5) the effect of wind on approach and touchdown speeds; (6) the visualisation of an aiming point; (7) the approach control and use of airbrakes; (8) the use of flaps (if applicable); (9) the procedures for normal and crosswind approaches and landings; (10) how to teach the student pilot to fly a safe circuit approach; (11) how to improve the student pilot's ability to perform a safe landing; (12) how to analyse and correct errors as necessary.				
EXERCISE 13: FIRST SOLO				
(a) Objective: To advise the student instructor on how to prepare their students for the first solo flight. (b) Briefing:				



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<p>The student instructor has to explain:</p> <p>(1) the limitations of the flight (awareness of local area and restrictions);</p> <p>(2) the use of required equipment.</p> <p>(c) Air exercise:</p> <p>The student instructor has to;</p> <p>(1) check with another or more senior instructor if the student can fly solo;</p> <p>(2) monitor the flight;</p> <p>(3) debrief the flight with the student.</p>				
EXERCISE 14 : ADVANCED TURNING				
<p>(a) Objective:</p> <p>To advise the student instructor on how to fly steep turns or circles (45 ° banking) at constant attitude (speed) and with the yaw string centred. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.</p> <p>(b) Briefing:</p> <p>The student instructor has to explain;</p> <p>(1) the relationship between banking and speed;</p> <p>(2) how to master steep turns or circles;</p> <p>(3) the unusual attitudes which can occur (stalling or spinning and spiral dive);</p> <p>(4) how to recover from these unusual attitudes.</p> <p>(c) Air exercise:</p> <p>The student has to demonstrate:</p> <p>(1) steep turns (45 °) at constant speed and with the yaw string centred;</p> <p>(2) common errors (slipping and skidding);</p> <p>(3) unusual attitudes and how to recover from them;</p> <p>(4) how to teach the student pilot to fly steep turns or circles;</p> <p>(5) how to analyse and correct errors as necessary.</p>				



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EXERCISE 15: SOARING TECHNIQUES				
Note: if the weather conditions during the instructor training do not allow the practical training of soaring techniques, all items of the air exercises have to be discussed and explained during a long briefing exercise only.				
EXERCISE 15a: THERMALLING				
<p>(a) Objective: To advise the student instructor on how to teach their students to recognise and detect thermals, on how to join a thermal and on how to look out, in order to avoid mid-air collisions. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.</p> <p>(b) Briefing: The student instructor has to explain; (1) the look-out procedures; (2) the detection and recognition of thermals; (3) the use of audio soaring instruments; (4) the procedure for joining a thermal and giving way; (5) how to fly in close proximity to other sailplanes; (6) how to centre in thermals; (7) how to leave thermals.</p> <p>(c) Air exercise: The student instructor has to demonstrate; (1) the look-out procedures; (2) the detection and recognition of thermals; (3) the use of audio soaring instruments; (4) the procedure for joining a thermal and giving way; (5) the procedure for flying in close proximity to other sailplanes; (6) the centering in thermals;</p>				



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(7) the procedure for leaving thermals; (8) how to improve the student pilot's ability to recognise and detect thermals; (9) how to improve the student pilot's ability to join a thermal and how to look out; (10) how to analyse and correct errors as necessary.				
EXERCISE 15b: RIDGE FLYING				
(a) Objective: To advise the student instructor on how to teach his/her students to fly safely on ridges, to control their speed, and to apply the rules in order to avoid mid-air collisions. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly. (b) Briefing: The student instructor has to explain: (1) the look-out procedures; (2) the ridge flying rules; (3) the recognition of optimum flight path; (4) speed control. (c) Air exercise: (if applicable during training and, if possible, at training site) The student instructor has to demonstrate: (1) the look-out procedures; (2) the practical application of ridge flying rules; (3) the recognition of optimum flight path; (4) speed control; (5) how to teach the student pilot to fly safely on ridges; (6) how to analyse and correct errors as necessary.				
EXERCISE 15c: WAVE FLYING				
(a) Objective: To advise the student instructor on how to introduce students to wave flying and to teach them to fly				



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<p>safely at high altitude. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.</p> <p>(b) Briefing: The student instructor has to explain:</p> <ol style="list-style-type: none"> (1) the look-out procedures; (2) the techniques to be used to accede to a wave; (3) the speed limitations with increasing height; (4) the risks of hypoxia and the use of oxygen. <p>(c) Air exercise: (if applicable during training and if possible at training site) The student instructor has to demonstrate:</p> <ol style="list-style-type: none"> (1) the look-out procedures; (2) the wave access techniques; (3) the speed limitations with increasing height; (4) the use of oxygen (if available); (5) how to improve the student pilot's ability to recognise and detect waves; (6) how to teach the student pilot to fly safely in a wave; (7) how to analyse and correct errors as necessary. 				
EXERCISE 16: OUT-LANDINGS				
<p>Note: if the weather conditions during the instructor training do not allow the practical training of out-landing procedures (a touring motor glider may be used) all items of the air exercise have to be discussed and explained during a long briefing exercise only. Instructors may only teach the safe out-landing exercise after they have demonstrated the practical ability to do so.</p> <p>(a) Objective: To advise the student instructor on how to teach students to select an outlanding field, to fly the circuit and how to master the unusual landing situation. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly.</p>				



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(b) Briefing: The student instructor has to explain: (1) the gliding range at max L/D; (2) the engine re-start procedures (only for self-launching and self-sustaining sailplanes); (3) the selection of a landing area; (4) the circuit judgement and key positions; (5) the circuit and approach procedures; (6) the actions to be done after landing.				
(c) Air exercise: The student instructor has to demonstrate: (1) precision landings on the airfield; (2) the gliding range; (3) the procedures for joining, arrival and circuit at a remote aerodrome; (4) the selection of an out-landing area; (5) the procedures for circuit and approach on an out-landing field; (6) the actions to be done after landing; The student instructor also has to be trained: (7) how to advise the student pilot to do perform a safe out-landing; (8) how to master an unusual landing situation; (9) how to analyse and correct errors as necessary.				
EXERCISE 17: CROSS COUNTRY FLYING				
Note: if the weather conditions during the instructor training do not allow a cross country training flight the items of the air exercise have to be discussed and explained during a long briefing exercise only.				
EXERCISE 17a: FLIGHT PLANNING				
(a) Objective: To advise the student instructor on how plan and prepare a cross-country flight.				



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(b) Briefing: The student instructor has to explain: (1) the weather forecast and current situation; (2) the selection of the amount of water to be carried as a function of the weather forecast; (3) the method for selecting a task, taking into account the average speed to be expected; (4) the map selection and preparation; (5) the NOTAMs and airspace considerations; (6) the radio frequencies (if applicable); (7) the pre-flight administrative procedures; (8) the procedure for filing a flight plan where required; (9) alternate aerodromes and landing areas.				
EXERCISE 17b: IN-FLIGHT NAVIGATION				
(a) Objective: To advise the student instructor on how to teach performing a cross-country flight. (b) Briefing: The student instructor has to explain: (1) how to maintain track and re-route if necessary; (2) the altimeter settings; (3) the use of radio and phraseology; (4) the in-flight planning; (5) the procedures for transiting regulated airspace or ATC liaison where required; (6) the procedure in case of uncertainty of position; (7) the procedure in case of becoming lost; (c) Air exercise: The student instructor has to demonstrate: (1) maintaining track and re-routing if necessary;				



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(2) altimeter settings; (3) the use of radio and phraseology; (4) in-flight planning; (5) procedures for transiting regulated airspace or ATC liaison where required; (6) uncertainty of position procedure; (7) lost procedure; (8) use of additional equipment where required; (9) joining, arrival and circuit procedures at remote aerodrome; (10) how to teach the student pilot to perform a cross-country flight; (11) how to analyse and correct errors as necessary.				
EXERCISE 17c: CROSS-COUNTRY SOARING TECHNIQUES				
(a) Objective: To advise the student instructor on the techniques for an efficient cross country flight. (b) Briefing: The student instructor has to explain: (1) the speed to fly at maximal L/D ratio; (2) the speed to fly to maximise the cruise speed (Mc Cready theory); (3) how to select the optimal track (efficient use of cloud streets etc.); (4) how to calculate the final glide; (5) how to perform a safe out-landing. (c) Air exercise: The student instructor has to demonstrate: (1) a cross-country flight; (2) the selection of the optimal track (efficient use of cloud streets, etc.); (3) the use of the Mc Cready ring;				



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

FI (S) training course				
AMC2 FCL.930.FI FI – Training course	Organization reference	RESULT		
SYLLABUS OF FLIGHT INSTRUCTION CONTENTS		S	U	N/A
A. SAILPLANES				
(4) use of final glide computers; (5) how to reduce risk and to react to potential dangers; (6) how to plan and perform an out-landing; (7) how to teach the student pilot techniques for an efficient crosscountry flight; (8) how to analyse and correct errors as necessary.				

Instructor Certificates				
GM1 FCL.900 Instructor certificates	Organization reference	RESULTS		
GENERAL		S	U	N/A
(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.