



Croatian Civil Aviation Agency

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



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

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;				



Croatian Civil Aviation Agency

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FI (B) course approval*

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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;			



Croatian Civil Aviation Agency

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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.				
<b>Part 2 - Briefing and Air Exercises</b>				



Croatian Civil Aviation Agency

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FI (B) tečaja osposobljavanja

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FI (B) course approval*

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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				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
 FI (B) tečaja osposobljavanja  
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 FI (B) course approval*

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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.				
<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.				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

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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.				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

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<b>Part 4 - Theoretical knowledge instruction</b>					
(1) Structure of the theoretical knowledge course	A statement of the structure of the course, including the general sequence of the topics to be taught in each subject, the time allocated to each topic, the breakdown per subject and an example of a course schedule.				
	Distance learning courses should include instructions of the material to be studied for individual elements of the course.				
(2) Lesson Plans	A description of each lesson or group of lessons including teaching materials, training aids, progress test organisation and inter-connection of topics with other subjects.				
(3) Teaching materials	Specification of the training aids to be used (for example study materials, course manual references, exercises, self-study materials, demonstration equipment).				
(4) Student progress	The requirement for student progress, including a brief but specific statement of the standard that must be achieved and the mechanism for achieving this, before application for theoretical knowledge examinations.				
(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.				





Croatian Civil Aviation Agency

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 FI (B) course approval*

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		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>AMC2 FCL.930.FI FI — Training course</b>		<b>FI(S) AND FI(B) TRAINING COURSE</b>		
<b>GENERAL</b>				
(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				



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		S	U	N/A
<p>(4) teach the student instructor the principles of basic instruction and to apply them at all training levels.</p> <p>(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.</p> <p>(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 manmachine 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.</p> <p>(e) During the training course, the applicants should be made aware of their own attitudes to the importance 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.</p> <p>(f) On successful completion of the training course and final test the applicant may be issued with an FI certificate.</p>				
<b>CONTENT</b>				
<p>(g) The training course consists of two parts:</p> <p>(1) Part 1, theoretical knowledge including the teaching and learning instruction that should comply with AMC1 FCL.920;</p> <p>(2) Part 2, flight instruction.</p>				
<b>Part 1</b>				
<p>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.</p> <p>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.</p>				
<b>Part 2</b>				
<b>FLIGHT INSTRUCTION SYLLABUS</b>				
<p>An approved FI training course should comprise at least the minimum hours of flight instruction as defined in FCL.930.FI.</p>				



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		S	U	N/A
<b>AIR EXERCISES</b>				
<p>(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.</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> <li>(6) Applicability of the exercises to the aircraft type.</li> </ul> <p>(c) At the discretion of the instructors some of the exercises may be combined whereas some other exercises may be done in several flights.</p> <p>(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.</p>				
<b>GENERAL</b>				
<p>(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.</p> <p>(f) The five basic components of the briefing will be:</p> <ul style="list-style-type: none"> <li>(1) the aim;</li> <li>(2) the air exercise(s) (what, and how and by whom);</li> <li>(3) flight briefing;</li> </ul>				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

FI (B) training course				
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(4) check of understanding; (5) airmanship.				
<b>PLANNING OF FLIGHT LESSONS</b>				
(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.				
<b>GENERAL CONSIDERATIONS</b>				
(h) The student instructor should complete flight training in order to practise the principles of basic instruction at the SPL or BPL level. During this training the student instructor occupies the seat normally occupied by the FI. (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. (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. (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>				
<b>B. BALLOONS</b>				
<b>LONG BRIEFINGS AND AIR EXERCISES</b>				
<b>EXERCISE 1: FAMILIARISATION WITH THE BALLOON</b>				
(a) Objective: To advise the student Instructor on how to familiarise the student with the balloon which will be used for the training and to test his position in the basket for comfort, visibility, and ability to use all controls and equipment. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly. (b) Briefing and exercise:				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
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<p>The student instructor has to:</p> <ul style="list-style-type: none"> <li>(1) present the type of balloon which will be used;</li> <li>(2) explain the characteristics of the balloon;</li> <li>(3) explain the components, instruments and equipment;</li> <li>(4) explain the re-fuelling procedures (in the case of hot air balloons);</li> <li>(5) to familiarise the student with the balloon controls;</li> <li>(6) explain the differences when occupying the instructor's position;</li> <li>(7) explain all checklists, drills and controls.</li> </ul>				
<b>EXERCISE 2: PREPARATION FOR FLIGHT</b>				
<p>(a) Objective: To advise the student instructor on how to explain all the operations and necessary preparation to be completed before the 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:</p> <ul style="list-style-type: none"> <li>(1) the need for a pre-flight briefing;</li> <li>(2) the structure and the content of this briefing;</li> <li>(3) which documents are required on board;</li> <li>(4) which equipment are required for a flight;</li> <li>(5) the use of weather forecasts or actuals;</li> <li>(6) the flight planning with particular regard to NOTAMs, airspace structure, sensitive areas, expected track and distance, pre-flight picture and possible landing fields;</li> <li>(7) the use of load calculation chart;</li> <li>(8) the selection of launch field with particular regard to permission, behaviour and adjacent fields.</li> </ul> <p>(c) Air exercise: The student instructor has to prepare and give a pre-flight briefing. The student instructor has to demonstrate:</p>				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

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(1) that the required documents are on board; (2) that the equipment required for the intended flight is on board; (3) how to advise the student to do the pre-planning procedures for each flight; (4) how to perform a pre-launch check; (5) how to select a launch field with particular regard to permission, behaviour and adjacent fields; (6) how to teach the student pilot to perform the preparation to be completed prior to flight; (7) how to analyse and correct errors of the student pilot as necessary.				
<b>EXERCISE 3: CREW AND PASSENGER BRIEFING</b>				
(a) Objective: To advise the student instructor on how to explain all the importance of correct clothing for pilot, passengers and crew and how to perform the briefing of ground- and retrieve crew and the briefing of passengers. 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 correct clothing for passengers and crew; (2) the briefings for ground- and retrieve crew and passengers. (c) Air exercise: The student instructor has to demonstrate: (1) how to advise the passengers and crew about the correct clothing; (2) the briefing of ground- and retrieve crew; (3) the briefing of passengers; (4) how to familiarise the student pilot with the different type of briefings; (5) how to analyse and correct errors of the student pilot.				
<b>EXERCISE 4: ASSEMBLY AND LAYOUT</b>				
(a) Objective: To advise the student instructor on how to familiarise the student pilot with the control of the crowd and				



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FI (B) course approval*

FI (B) training course				
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		S	U	N/A
<p>how to perform the securing of launch site. Furthermore the student instructor has to demonstrate how to familiarise the student pilot with the correct rigging of envelope and basket, the burner test procedure (hot air balloons) and the pre-inflation checks. 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"> <li>(1) the control of the crowd;</li> <li>(2) the securing of the launch site;</li> <li>(3) the correct rigging procedure;</li> <li>(4) the use of the restraint line;</li> <li>(5) the pre-inflation checks.</li> </ol> <p>(c) Air exercise: The student instructor has to demonstrate:</p> <ol style="list-style-type: none"> <li>(1) how to control the crowd and securing of launch site;</li> <li>(2) the correct rigging of envelope and basket;</li> <li>(3) the correct use of the restraint line;</li> <li>(4) the burner test procedure (hot air balloons);</li> <li>(5) the pre-inflation checks;</li> <li>(6) how to teach the student pilot to perform the correct rigging;</li> <li>(7) how to analyse and correct assembly errors of the student pilot as necessary.</li> </ol>				
<b>EXERCISE 5: INFLATION</b>				
<p>(a) Objective: To advise the student instructor on how to familiarise the student pilot with the different phases of the inflation procedure, the use of restraint line and inflation fan (hot air balloons) and the avoidance of electrostatic discharge (gas balloons). 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>				



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<p>(1) the different phases of the inflation procedure;            (2) the crowd control and securing procedures during inflation;            (3) the use of the inflation fan (hot air balloons);            (4) how to avoid electronic discharge (gas balloons).</p> <p>(c) Air exercise:            The student instructor has to demonstrate:            (1) how to control of crowd and securing of launch site during inflation procedure;            (2) the cold inflation procedure and use of restraint line and inflation fan (hot air balloons);            (3) the hot inflation procedure (hot air balloons);            (4) the avoidance of electrostatic discharge (gas balloons);            (5) the inflation procedure (gas balloons);            (6) how to teach the student pilot to perform the inflation procedures;            (7) how to analyse and correct errors of the student pilot during the inflation procedure as necessary.</p>				
<b>EXERCISE 6: TAKE OFF IN DIFFERENT WIND CONDITIONS</b>				
<p>(a) Objective:            To advise the student instructor how to explain the pre take-off checks and briefings, the preparation for controlled climb and the use of restraint equipment. Furthermore the student instructor should be able to demonstrate the assessment of wind and obstacles, the preparation for false lift and the take off techniques in different wind conditions. In addition to this 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 pre take-off checks and briefings;            (2) the preparation for controlled climb;            (3) the 'hands off and hands on' procedure for ground crew;            (4) the assessment of lift;            (5) the use of the restraint equipment ;            (6) the assessment of wind and obstacles;</p>				





Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

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	Organization reference	RESULTS		
		S	U	N/A
(7) the preparation for false lift; (8) the take off techniques from sheltered and non sheltered launch fields. (c) Air exercise: The student instructor has to demonstrate: (1) how to perform the pre take-off checks and briefings; (2) how to prepare for controlled climb; (3) how to perform the 'hands off and hands on' procedure for ground crew; (4) how to perform the assessment of lift without endangering the ground crew; (5) how to use the restraint equipment; (6) how to perform the assessment of wind and obstacles; (7) how to prepare for false lift; (8) how to teach the student pilot the correct take off techniques from sheltered and non sheltered launch fields; (9) how to analyse and correct errors of the student pilot as necessary.				
EXERCISE 7: CLIMB TO LEVEL FLIGHT				
(a) Objective: To advise the student instructor on how to explain and demonstrate the climb to flight level. 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 climbing with a predetermined rate of climb; (2) the effect on envelope temperature (hot air balloons); (3) the maximum rate of climb according to manufacturer's flight manual; (4) how to level off at selected altitude. (c) Air exercise: The student instructor has to demonstrate: (1) how to climb with a predetermined rate of climb; (2) how to perform look out techniques;				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

FI (B) training course				
	Organization reference	RESULTS		
		S	U	N/A
(3) the effect on envelope temperature (hot air balloons); (4) the maximum rate of climb according to manufacturer's flight manual; (5) the levelling off techniques at selected altitude; (6) how to advise the student pilot to perform the climb to level flight; (7) how to analyse and correct faults or errors of the student pilot during the climb.				
<b>EXERCISE 8: LEVEL FLIGHT</b>				
(a) Objective: To advise the student instructor on how to explain and demonstrate level 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) how to maintain level flight by use of instruments; (2) how to maintain level flight by use of visual references; (3) how to maintain level flight by use of all available means; (4) the use of parachute; (5) the use of turning vents if installed (hot air balloons). (c) Air exercise: The student instructor has to demonstrate: (1) how to maintain level flight by use of instruments; (2) how to maintain level flight by use of visual references; (3) how to maintain level flight by use of all available means; (4) the use of parachute; (5) the use of turning vents if installed (hot air balloons); (6) how to advise the student pilot to perform the level flight; (7) how to analyse and correct faults or errors of the student pilot during the level flight.				
<b>EXERCISE 9: DESCENT TO LEVEL FLIGHT</b>				
(a) Objective:				



Croatian Civil Aviation Agency

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

FI (B) training course				
	Organization reference	RESULTS		
		S	U	N/A
<p>To advise the student instructor on how to explain and demonstrate the descent to a certain flight level. 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) how to descent with a predetermined rate of descent;            (2) a fast descent;            (3) the maximum rate of descent according to manufacturer's flight manual;            (4) the use of parachute;            (5) a parachute stall and cold descent (hot air balloons);            (6) the levelling off technique at selected altitude.</p> <p>(c) Air exercise:            The student instructor has to demonstrate:            (1) a descent with a predetermined rate of descent;            (2) how to perform look out techniques;            (3) a fast descent;            (4) the maximum rate of descent according to manufacturer's flight manual;            (5) the use of parachute;            (6) how to level off at selected altitudes;            (7) how to advise the student pilot to perform a descent to a certain flight level;            (8) how to analyse and correct faults or errors of the student pilot during the descent.</p>				
<b>EXERCISE 10: EMERGENCIES</b>				
<p>(a) Objective:            To advise the student instructor on how to explain and demonstrate the different emergency situations and how to react. Furthermore the student instructor should learn how to identify student errors during the simulated emergency exercises and how to correct them properly.</p> <p>(b) Briefing:            The student instructor has to explain:</p>				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

FI (B) training course				
	Organization reference	RESULTS		
		S	U	N/A
(1) the pilot light failure (hot air balloons); (2) burner failures, valve leaks, flame out and re-light (hot air balloons); (3) gas leaks; (4) closed appendix during take-off and climb (gas balloons); (5) the envelope over temperature (hot air balloons); (6) envelope damage in flight; (7) the parachute or rapid deflation system failure; (8) fire on ground and in the air; (9) how to avoid an obstacle contact including contact with electrical power lines; (10) escape drills, location and use of emergency equipment. (c) Air exercise: The student instructor has to demonstrate: (1) a pilot light failure (hot air balloons); (2) a burner failure, valve leaks, flame out and re-light (hot air balloons); (3) gas leaks; (4) a closed appendix during take-off and climb (gas balloons); (5) envelope over temperature (hot air balloons); (6) envelope damage in flight; (7) parachute or rapid deflation system failure; (8) a fire on ground and in the air; (9) the escape drills, location and use of emergency equipment; (10) how to advise the student pilot in performing the different emergency drills; (11) how to analyse and correct faults or errors of the student pilot.				
<b>EXERCISE 11: NAVIGATION</b>				
(a) Objective: To advise the student instructor on how to explain and demonstrate the advanced navigational flight preparation. Furthermore the student instructor should learn how to identify student errors and how to correct them properly.				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

FI (B) training course				
	Organization reference	RESULTS		
		S	U	N/A
(b) Briefing: The student instructor has to explain: (1) the maps selection; (2) the plotting of the expected track; (3) the marking of positions and time; (4) the calculation of distance and speed; (5) the calculation of fuel consumption (hot air balloons); (6) the calculation of ballast consumption (gas balloons); (7) the ceiling limitations (ATC or weather); (8) how to plan ahead; (9) the monitoring of weather development; (10) the monitoring of fuel or ballast consumption; (11) ATC liaison (if applicable); (12) the communication with retrieve crew; (13) the use of GNSS.				
(c) Air exercise: The student instructor has to demonstrate: (1) the use of selected maps; (2) the plotting of the expected track; (3) the marking of positions and time; (4) how to monitor of distance and speed; (5) how to monitor the fuel or ballast consumption; (6) the observance of ceiling limitations (ATC or weather); (7) the planning ahead; (8) the monitoring of weather development; (9) the monitoring of envelope temperature (hot air balloons); (10) ATC liaison (if applicable); (11) communication with retrieve crew;				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

FI (B) training course				
	Organization reference	RESULTS		
		S	U	N/A
(12) use of GNSS; (13) how to advise the student pilot in performing the navigational preparation; (14) how to advise the student pilot in performing the different navigational in-flight tasks; (15) how to analyse and correct faults or errors of the student pilot.				
<b>EXERCISE 12a: FUEL MANAGEMENT HOT AIR BALLOONS</b>				
(a) Objective: To advise the student instructor on how to explain and demonstrate the fuel management techniques. 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 cylinder arrangement and the burner systems; (2) the function of the pilot light supply (vapour or liquid); (3) the use of master cylinders (if applicable); (4) the fuel requirement and expected fuel consumption; (5) the fuel state and pressure; (6) the minimum fuel reserves; (7) cylinder contents gauge and change procedure; (8) the use of cylinder manifolds. (c) Air exercise: The student instructor has to demonstrate: (1) the cylinder arrangement and burner systems; (2) the pilot light supply (vapour or liquid); (3) the use of master cylinders (if applicable); (4) how to monitor of fuel requirement and expected fuel consumption; (5) the monitoring of fuel state and pressure; (6) the monitoring of fuel reserves; (7) the use of cylinder contents gauge and change procedure;				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

FI (B) training course				
	Organization reference	RESULTS		
		S	U	N/A
(8) the use of cylinder manifolds; (9) how to advise the student pilot to perform the fuel management; (10) how to analyse and correct faults or errors of the student pilot.				
<b>EXERCISE 12b: BALLAST MANAGEMENT GAS BALLOONS</b>				
(a) Objective: To advise the student instructor on how to explain and demonstrate the ballast management. 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 minimum ballast; (2) the arrangement and securing of ballast; (3) the ballast requirement and expected ballast consumption; (4) the ballast reserves. (c) Air exercise: The student instructor also has to demonstrate: (1) the arrangement of minimum ballast; (2) the arrangement and securing of ballast; (3) the ballast requirement calculation and expected ballast consumption; (4) how to secure ballast reserves; (5) how to advise the student pilot to perform the ballast management; (6) how to analyse and correct faults or errors of the student pilot.				
<b>EXERCISE 13: APPROACH FROM LOW LEVEL</b>				
(a) Objective: To advise the student instructor on how to explain and demonstrate the approach from level. Furthermore, the student instructor should learn how to identify student errors and how to correct them properly. (b) Briefing:				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

FI (B) training course				
	Organization reference	RESULTS		
		S	U	N/A
<p>The student instructor has to explain:</p> <ul style="list-style-type: none"> <li>(1) the pre landing checks;</li> <li>(2) passenger pre-landing briefing;</li> <li>(3) the selection of field;</li> <li>(4) the use of burner and parachute (hot air balloons);</li> <li>(5) the use of ballast or parachute and valve (gas balloons);</li> <li>(6) the use of trail rope (if applicable) (gas balloons);</li> <li>(7) the look-out;</li> <li>(8) missed approach and fly on procedures.</li> </ul> <p>(c) Air exercise:</p> <p>The student instructor has to demonstrate:</p> <ul style="list-style-type: none"> <li>(1) the use of the pre landing checks;</li> <li>(2) the selection of fields;</li> <li>(3) the use of burner and parachute (hot air balloons);</li> <li>(4) the use of ballast or parachute and valve (gas balloons);</li> <li>(5) the use of trail rope (if applicable) (gas balloons);</li> <li>(6) the look out procedures and how to avoid possible distractions;</li> <li>(7) the missed approach and fly on techniques;</li> <li>(8) how to advise the student pilot to perform an approach from low level;</li> <li>(9) how to analyse and correct faults or errors of the student pilot.</li> </ul>				
<b>EXERCISE 14: APPROACH FROM HIGH LEVEL</b>				
<p>(a) Objective:</p> <p>To advise the student instructor on how to explain and demonstrate the approach from high level. 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> <ul style="list-style-type: none"> <li>(1) the pre-landing checks;</li> </ul>				





Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

FI (B) training course				
	Organization reference	RESULTS		
		S	U	N/A
(2) passenger pre-landing briefing; (3) the selection of field; (4) the rate of descent; (5) the use of burner and parachute (hot air balloons); (6) the use of ballast and parachute (gas balloons); (7) the use of trail rope (if applicable) (gas balloons); (8) the look-out; (9) the missed approach and fly on procedures. (c) Air exercise: The student instructor has to demonstrate: (1) the pre-landing checks; (2) the selection of field; (3) the rate of descent; (4) the use of burner and parachute (hot air balloons); (5) the use of ballast and parachute (gas balloons); (6) the use of trail rope (if applicable) (gas balloons); (7) the look out procedures and how to avoid potential distraction; (8) the missed approach and fly on techniques; (9) how to advise the student pilot to perform an approach from a higher level; (10) how to analyse and correct faults or errors of the student pilot.				
<b>EXERCISE 15: OPERATING AT LOW LEVEL</b>				
(a) Objective: To advise the student instructor on how to explain and demonstrate the operation at a low height. 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 use of burner and parachute (hot air balloons);				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

FI (B) training course				
	Organization reference	RESULTS		
		S	U	N/A
(2) the use of ballast and parachute (gas balloons); (3) the look out; (4) how to avoid a contact with low level obstacles; (5) how to avoid sensitive areas (for example nature protection areas); (6) landowner relations. (c) Air exercise: The student instructor has to demonstrate: (1) the use of burner and parachute (hot air balloons); (2) the use of ballast and parachute (gas balloons); (3) the look out procedures and how to avoid potential distraction; (4) how to avoid low level obstacles; (5) good landowner relations; (6) how to advise the student pilot to operate the balloon at a low level; (7) how to analyse and correct faults or errors of the student pilot.				
<b>EXERCISE 16: LANDING IN DIFFERENT WIND CONDITIONS</b>				
(a) Objective: To advise the student instructor on how to explain and demonstrate landings in different wind conditions. 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 correct actions for turbulences during the approach or landing; (2) the passenger pre-landing briefing; (3) the use of burner and pilot lights (hot air balloons); (4) the use of ballast, parachute, valve and rip panel (gas balloons); (5) the use of parachute and turning vents (if applicable); (6) the look out; (7) the landing, dragging and deflation;				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

FI (B) training course				
	Organization reference	RESULTS		
		S	U	N/A
(8) landowner relations. (c) Air exercise: The student instructor has to demonstrate: (1) the pre-landing checks; (2) the passenger briefing; (3) the selection of field; (4) the effect of turbulence; (5) the use of burner and pilot lights (hot air balloons); (6) the use of ballast, parachute, valve and rip panel (gas balloons); (7) the use of parachute and turning vents (if applicable); (8) the look out procedures and how to avoid potential distraction; (9) the landing, dragging and deflation procedures; (11) how to advise the student pilot to perform a safe landing in different wind conditions; (12) how to analyse and correct faults or errors of the student pilot.				
EXERCISE 17: FIRST SOLO				
(a) Objective: To advise the student instructor on how to prepare their students for the first solo flight. (b) Briefing: The student instructor has to explain: (1) the limitations of the flight; (2) the use of required equipment. (c) Air exercise: The student instructor has to: (1) check with another or more senior instructor if the student can fly solo; (2) monitor the pre-flight preparation; (3) brief the student (expected flight time or emergency actions); (4) monitor the flight as far as possible; (5) debrief the flight with the student.				



Croatian Civil Aviation Agency

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

FI (B) training course				
	Organization reference	RESULTS		
		S	U	N/A
EXERCISE 18: TETHERED FLIGHT HOT AIR BALLOONS (if tethered flight instructional qualification is required)				
<p>(a) Objective:            To advise the student instructor on how to explain and demonstrate the tethering techniques. 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"> <li>(1) the ground preparations;</li> <li>(2) the weather suitability;</li> <li>(3) the tethering techniques and equipment;</li> <li>(4) the maximum all-up-weight limitation;</li> <li>(5) the crowd control;</li> <li>(6) the pre take-off checks and briefings;</li> <li>(7) the heating for controlled lift off;</li> <li>(8) the 'hands off and hands on' procedure for ground crew;</li> <li>(9) the assessment of wind and obstacles;</li> <li>(10) the controlled climb to a pre-defined altitude (at least 60 ft).</li> </ol> <p>(c) Air exercise:            The student instructor has to demonstrate:</p> <ol style="list-style-type: none"> <li>(1) the ground preparations;</li> <li>(2) the tethering techniques;</li> <li>(3) the reason for maximum all-up-weight limitation;</li> <li>(4) how to perform the crowd control;</li> <li>(5) the pre take-off checks and briefings;</li> <li>(6) the heating for controlled lift off;</li> <li>(7) the 'hands off and hands on' procedure for ground crew;</li> <li>(8) the assessment of wind and obstacles;</li> <li>(9) the controlled climb;</li> </ol>				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

FI (B) training course				
	Organization reference	RESULTS		
		S	U	N/A
(10) the landing techniques; (11) how to advise the student pilot to perform a tethered flight; (12) how to analyse and correct faults or errors of the student pilot.				
EXERCISE 19: NIGHT FLYING (if night instructional qualification required)				
<p>(a) Objective: To advise the student instructor on how to explain and demonstrate the night flying techniques. 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 medical or physiological aspects of night vision; (2) the use of lights for assembly, layout and inflation; (3) the requirement for torch to be carried, (pre-flight inspection, etc.); (4) the use of the external- and instrument lights; (5) the night take-off procedure; (6) the checklist procedures at night; (7) the emergency procedures at night; (8) the navigation principles at night; (9) map marking for night use (highlighting built up or lit areas with thicker lines, etc.).</p> <p>(c) Air exercise: The student instructor has to demonstrate: (1) the use of lights for assembly, layout and inflation; (2) the use of torch for pre-flight inspection; (3) the use of external- and instrument lights; (4) the night take-off procedure; (5) how to perform the checklist procedures at night; (6) simulated night emergency procedures; (7) night cross country techniques, as appropriate;</p>				



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje  
FI (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) course approval*

FI (B) training course				
	Organization reference	RESULTS		
		S	U	N/A
(8) how to advise the student pilot to perform a flight at night;				
(9) how to analyse and correct faults or errors of the student pilot.				

Instructor Certificates								
GM1 FCL.900 Instructor certificates	Organization reference	RESULTS						
		S	U	N/A				
<b>GENERAL</b>								
<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 (B) tečaja osposobljavanja

*Application / Compliance Checklist for  
FI (B) 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.