



Civil Aviation Advisory Publication

March 2012

This publication is only advisory but it gives a CASA preferred method for complying with the *Civil Aviation Regulations 1988*.

It is not the only method, but experience has shown that if you follow this method you will comply with the Civil Aviation Regulations.

Read this advice in conjunction with the appropriate regulations.

The relevant regulations and other references

- *Civil Aviation Regulations 1988*
- Civil Aviation Order (CAO) 40.1.7 Flight instructor (aeroplane) rating
- Day Visual Flight Rules (VFR) Syllabus Aeroplane Current Issue
- Civil Aviation Safety Authority (CASA) Flight Instructor Manual (Aeroplane)
- CASA Flight Instructor Manual (Helicopter)
- CASA Approved Testing Officer Manual (ATOM);
- CASA Flight Instructor Rating Application – Flight Test Form 750
- Air Operator Certificate (AOC) Schedule 4 – Specific Requirements Instructor School
- FAA-H-8083-9A Aviation Instructors Handbook
- New Zealand Civil Aviation Authority (NZCAA) Flight Instructor's Guide
- Flying Training for the Private Pilot Licence R.D. Campbell
- Aviation Theory Centre Aeronautical General Knowledge
- Aviation Theory Centre Aerodynamics
- Aviation Theory Centre Aircraft Operation Performance and planning
- Aviation Theory Centre Meteorology
- Aviation Theory Centre Navigation
- Aviation theory Centre Human factors
- Mechanics of Flight A.C Kermode
- Flight Without Formulae A.C Kermode
- Aerodynamics for Naval Aviators H.Hurt
- Civil Aviation Advisory Publication (CAAP) CAAP 5.59-1(0) Threat and Error Management Training
- *ISO 9001 Quality management systems - requirements for quality improvement*

This CAAP will be of interest to

This CAAP will be of interest to:

- flying training organisations conducting flight instructor training; and
- pilots undergoing training for the initial issue and/or upgrade of a flight instructor rating (Aeroplane).

Why this publication was written

This publication provides advice and practical guidance to assist flying schools to develop a course of flight instructor training which satisfies the requirements of CAO 40.1.7 Flight instructor (aeroplane) rating and the specific requirements of Schedule 4, Section 7 of an AOC permitting flight instructor training.

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Status of this CAAP

This is the first CAAP on this subject and has been produced in accordance with CASA's safety-related functions under Section 9.2 of the *Civil Aviation Act 1988* (the Act). The CAAP is designed to encourage a greater acceptance by the aviation industry of its obligation to maintain high standards of aviation safety through comprehensive safety education and accurate and timely aviation advice.

For further information

For application and policy advice please contact CASA's Flying Standards Branch on 131 757.

1. Acronyms

ADY	Aerodynamics
AK	Aeronautical Knowledge
AGK	Aeronautical General Knowledge
AOC	Air Operator Certificate
ATO	Approved Testing Officer
ATOM	Approved Testing Officer Manual
CAAP	Civil Aviation Advisory Publication
CAO	Civil Aviation Order
CASA	Civil Aviation Safety Authority
CFI	Chief Flying Instructor
CIR	Command Instrument Rating
CPL	Commercial Pilots Licence
FAA	Federal Aviation Administration (of the USA)
FITC	Flight Instructor Training Course
FPP	Operation, Performance and Flight Planning
FRA	Flight Rules
GFPT	General Flying Progress Test
ICS	Instructor Control Seat
MET	Meteorology
NAV	Navigation
NZCAA	New Zealand Civil Aviation Authority
PIC	Pilot in Command
PFB	Pre-Flight Briefing
PPL	Private Pilot Licence
PMI	Principles and Methods of Instruction
STL	Short Theory Lesson
TEM	Threat and Error Management
TYP	Aeroplane Type Knowledge
VFR	Visual Flight Rules
VMC	Visual Meteorological Conditions

2. Definitions

AIRMANSHIP – Is the consistent use of good judgement and well developed skills to accomplish flight objectives (International Civil Aviation Organization Definition).

COMPETENCY – Is defined in terms of what a person is required to do '*performance*', under the '*conditions*' it is to be done, and how well it is to be done '*standards*'. A competency encompasses the knowledge, skills and behaviour required for a person to perform a task to as required standard.

COMPETENCY STANDARDS – Are the foundation for competency based training, i.e. knowledge and flight skills include tolerances specified for each syllabus sequence item required for the privilege of the rating.

FORMATIVE ASSESSMENT – Is an assessment process between the trainer and trainee conducted at various stages of training. Trainers may make these assessments by reviewing the trainee's progress during face to face discussion, by observing trainees as they respond to questions, ask questions and interact with other trainees during training activities.

LEARN – To gain knowledge or skill by study, experience, or being taught. To become aware of, by information or from observation, receive knowledge, skill or instruction.

LEARNING – The process by which latent intelligence is harnessed and converted into knowledge and practical skills.

LESSON PLAN – A detailed description of the course of instruction for an individual lesson.

SUMMATIVE ASSESSMENT – Refers to the assessment of a trainee's competency at the completion of the training. For the purpose of this CAAP the summative assessment can be considered to be a pre-licence/rating check, the Chief Flying Instructor (CFI) assessment process and the flight test conducted by an Approved Testing Officer (ATO).

SUPERVISOR – Grade 1 Flight Instructor tasked by the CFI with the day to day management of the flight instructor training course (FITC).

SYLLABUS – For the purpose of this CAAP, a syllabus is defined as a document within a training organisation's operations manual which provides the structure and content of the organisation's FITC.

THREAT AND ERROR MANAGEMENT – Is an operational concept applied to the conduct of a flight that is more than the traditional role of airmanship as it provides for a structured and proactive approach for pilots to use in identifying and managing threats and errors that may affect the safety of the flight (*refer CAAP 5.59-1(0)*).

TRAINEE – A person receiving the training for issue of a flight instructor (aeroplane) rating grade 3.

TRAINER – A flying school instructor tasked with conducting a component of the FITC.

3. Introduction

3.1 CAO 40.1.7 specifies the training requirements that must be completed prior to the CFI recommending a person for flight test for the issue of a flight instructor rating.

3.2 Development and delivery of a course that complies with CAO 40.1.7 and delivers a consistent standard where the majority of applicants pass on the first attempt, is a complex and challenging task.

3.3 This CAAP identifies the civil aviation safety regulatory matters that flying schools should consider when either applying for the approval of instructor training or the review and ongoing development of existing courses within approved instructor schools.

3.4 Appendix 1 to CAO 40.1.7, details the hours required for the theoretical and air training. These hours are the minimum required for a person to be recommended for flight test for the issue of a flight instructor rating.

4. The Flying School

4.1 An organisation wishing to conduct the training of flight instructors is required by Section 28 of the Act to hold a flying school AOC with specific approval to train flight instructors. In addition to the other regulatory requirements relating to the management of an AOC, there are specific requirements for flying schools conducting flight instructor training contained in Schedule 4, Section 7 of the flying school's AOC. This section states that;

The holder of a certificate permitting an instructor school must be the holder of a commercial school permission. In addition to the requirements of Section 4 of this condition, the holder must use or employ:

(1) a CFI performing the duties and qualified as set out in section 9 of this condition, and who is able to design and conduct flight instructor training courses to CASA's satisfaction;

(2) a course acceptable to CASA consisting of:

(a) a program of instruction indicating the sequence of ground and flight training periods; each period shall be identified so as to permit reference to the appropriate syllabus; and

(b) a detailed syllabus based on the outline specified by CASA, indicating the instructional objectives for each period of instruction or practice; and

(3) aircraft:

(a) of a type satisfactory to CASA for the requirements of the course outline; and

(b) equipped with an efficient means of intercommunication, being in the case of aircraft first registered after January 1981, electronic intercommunication.

(4) training conducted in accordance with the course specified in the syllabus.

4.2 Guidance on above requirements:

- (1) CASA holds the CFI accountable for the content of the flying school FITC and the practical delivery of this course. Flying school operators and CFI's should appreciate that both the initial establishment to, and the ongoing maintenance at an acceptable standard of a FITC, will require significant initial and ongoing effort by the flying school. At larger flying schools it is an accepted practice for the CFI to assign the day to day management of a FITC to a Grade 1 Flight Instructor. Regardless of any internal management structure, it is the CFI that CASA will hold accountable for the standards of the trainee instructors.
- (2) The outline of theoretical and air training contained in Appendix 1 to CAO 40.1.7 is a high level outline and not a complete FITC. As a minimum, the flying school FITC must address all the sequences listed in that appendix.
- (3) Flying schools must conduct the training for the issue of a flight instructor rating in accordance with the procedures contained in their flying school operations manual.

5. The Chief Flying Instructor

5.1 The CFI is appointed by the flying school operator and the appointment is approved by CASA. CFI's are required to perform the duties as specified in Schedule 4 of the flying school AOC.

5.2 Section 7 of the flying school AOC Schedule 4 states that the holder of the AOC must use or employ:

(1) a CFI performing the duties and qualified as set out in section 9 of this condition, and who is able to design and conduct flying instructor training courses to CASA's satisfaction;

5.3 Section 9 of the flying school AOC Schedule 4 lists the following CFI duties:

(3) The CFI of a school must:

(a) give practical instruction

(b) supervise the duties of other subordinate flying instructors employed by the school in accordance with CAO 40.1.7

(c) ensure the schools operations are conducted in accordance with the Civil Aviation Act and Civil Aviation Regulations

(d) ensure that the flying and ground training conducted are at a standard satisfactory to CASA.

(4) The CFI must carry out a standardisation and proficiency check with each flight instructor instructing at the flying school:

(a) before the flight instructor commences duties with the school; and

(b) at intervals of not more than one year.

5.4 Guidance on the above requirements:

- (1) To satisfy the specific requirements of an AOC permitting flight instructor training, the CFI is required to have the ability to develop and present to CASA a detailed and complete FITC. Following the guidance contained in this CAAP is one way of achieving this.

- (2) The sample FITC supplied with this CAAP provides a number of CFI conducted trainee progress assessments. These are recommended as the minimum CFI involvement necessary to satisfy Sections 5.3 (3) (a), (c) and (d) above.
- (3) Due to the critical and complex nature of flight instructor training, it is recommended that in addition to the general flying school annual CFI check, all instructors delivering flight instructor training should be subject to an additional flight instructor training standardisation and proficiency check, in accordance with Section 5.3 (4) (a) and (b) above.
- (4) The CFI should establish a mechanism for regular communication between the training team, the CFI and flying school management. This will give all trainers and supervisors the opportunity to review progress of current courses and provide timely input into ongoing course development.
- (5) The CFI is responsible for ensuring all trainers associated with the delivery of components of the FITC have received training and been assessed as competent in the delivery of the relevant course components prior to being rostered for flight instructor training duties.
- (6) The CFI is responsible for conducting the training for the issue of a flight instructor rating in accordance with their flying school operations manual.
- (7) In order to minimise the risk of training progression and/or administrative problems during or at the end of the FITC, it is recommended that CFI's establish initial assessment procedures to ensure potential trainee flight instructors meet the legislative requirements, aeronautical knowledge (AK) and aeroplane manipulative skills required to enable them to successfully commence the course.

6. The Flight Instructor Training Course

6.1 Schedule 4 of the flying school AOC requires the school to develop a course acceptable to CASA consisting of:

- (a) a program of instruction indicating the sequence of ground and flight training periods; each period shall be identified so as to permit reference to the appropriate syllabus; and*
- (b) a detailed syllabus based on the outline specified by CASA, indicating the instructional objectives for each period of instruction or practice.*

For the purposes of this CAAP, this course is identified by the term - Flight Instructor Training Course (FITC).

6.2 When a CFI is designing a FITC to satisfy the requirements of CAO 40.1.7 and Schedule 4 of the flying school AOC, the completed FITC should; list the units and elements in the course, identify who will teach these units and elements, how they will be taught and how they will be assessed.

6.3 This CAAP provides guidance/assistance for CFI's who are undertaking this task by:

- listing applicable reference material;
- defining specific roles - Supervisor, Trainer, Trainee;
- specifying the knowledge and skills to be covered;
- specifying standards to enable competency assessments;
- specifying the expected outcomes of the course and how these will be assessed;

- providing a system for recording, assessing and managing trainee progress;
- providing a schedule of events;
- specifying each training unit and element;
- providing guidance and templates to assist in the development of detailed flying school specific practices and procedures; and
- specifying course entry criteria and assessment processes.

6.4 It is recommended that the flying school specific procedures should:

- state the materials to be used and the resources required; and
- provide detailed information of each unit and element including aeroplane specific information and method of instruction.

6.5 Guidance for the development of a program of instruction and a detailed syllabus in accordance with Schedule 4 of the flying school AOC is contained in Appendix B of this CAAP.

7. Units of competency

7.1 CASA intends that all flying training will be conducted using competency based training principles. When Part 61 of the *Civil Aviation Safety Regulations 1998* (CASR 1998) is introduced, all licence and rating training will have units of competency published. As a precursor to Part 61 of CASR 1998 the units of competency for a Grade 3 Flight Instructor Rating have been published in Appendix A of this CAAP.

7.2 The three units of competency are:

- Unit 1 – Conduct aeronautical knowledge training;
- Unit 2 – Conduct assessment; and
- Unit 3 – Conduct flight training.

8. Flight Instructor Training Course – Pre requisites

8.1 CFI's should consider establishing a formal pre-course entry control process for trainee flight instructors. An example entry control process is outlined below and has been divided into the following areas:

- legislative requirements;
- AK Level; and
- Instructor Control Seat (ICS) manipulative skill.

LEGISLATIVE REQUIREMENTS

8.2 It is recommended that CFI's establish a formal assessment process to ensure that the potential flight instructor trainee does not commence the CAO 40.1.7 instructor training course without meeting the minimum experience and qualification requirements.

8.3 Prior to commencing the course, it is recommended the trainee should hold the following:

- Australian Commercial Pilot Licence (CPL) (Aeroplane);
- Night Visual Flight Rules (NVFR) (Aeroplane) or valid Command Instrument Rating (CIR) (Aeroplane), issued by CASA; and
- Class 1 Medical.

8.4 The results of this assessment should be recorded in the trainee's training file at the time the assessment was made.

8.5 In the event a pilot wishes to commence training for the issue of a flight instructor rating immediately on completion of their CPL course, they should preferably not commence training until their CPL has been issued by CASA. This precaution is recommended to address the possibility of CASA not issuing the CPL for reasons not known to the flying school or ATO.

8.6 Similarly where a pilot does not hold a NVFR, valid CIR or Class 1 Medical, it is also recommended they must not commence training until these qualifications have been issued by CASA.

AERONAUTICAL KNOWLEDGE

8.7 To ensure continuity of training it is recommended that as part of the FITC entry control process, the trainee completes sufficient revision of the AK areas as listed in the Day VFR Syllabus Section 3 Ground Training Block 1 and 2. The trainee should be able to demonstrate as a minimum, CPL standard in all subjects.

8.8 This revision should include:

- Aircraft General Knowledge (AGK);
- Flight Rules (FRA);
- Radio Telephony (RTF);
- Aeroplane Type Knowledge (TYP);
- Aerodynamics (ADY);
- Navigation (NAV);
- Operation, Performance and Flight Planning (FPP);
- Meteorology (MET); and
- Human Performance and Limitations.

8.9 It is recommended that the trainee be assessed via a comprehensive general knowledge verbal question and answer session. This session should take several hours and cover all knowledge areas listed in the Day VFR syllabus. In the event of a trainee displaying knowledge or articulation deficiencies, the assessing instructor should work with the trainee to develop a suitable remediation program to address the identified deficiencies. Once this program has been completed a further assessment exercise should be conducted to ensure the trainee meets the required standard.

8.10 Details of the program and assessments should be entered in the trainee's training file.

8.11 To ensure a satisfactory rate of progression during the FITC, it is recommended that the trainee should not be permitted to commence the course until they have demonstrated a satisfactory level of AK.

8.12 A sample AK assessment tool has been included in Appendix C of this CAAP. CFI's may choose to use this tool or develop their own.

AEROPLANE MANIPULATIVE SKILL – INSTRUCTOR CONTROL SEAT

8.13 There are potential significant differences in visual perspective and possible left/right control hand reversal when flying from the instructor control seat. For these reasons, it is recommended that prior to commencing the flight component of the FITC, the trainee should demonstrate an acceptable level of aeroplane manipulative skill from the ICS. For training continuity and safety reasons, trainees should be able to demonstrate a minimum of Private Pilot Licence (PPL) manipulative skill before commencing the flight component of the FITC.

9. Flight Instructor Training Course – Principles and Methods of Instruction

INTRODUCTION

9.1 CAO 40.1.7 requires an applicant, for the issue of a flight instructor (aeroplane) rating grade 3, to have completed a course of instruction in instructional principles and methods (PMI) of at least 12 classroom hours in accordance with the syllabus specified in Appendix 1 to CAO 40.1.7.

Note: The wording of Appendix 1 to CAO 40.1.7 does not suggest that the topics listed will form the whole program, but provides some topics to include. Therefore when designing the PMI section of the syllabus, CASA recommends consideration be given to possible expansion of both the topics presented and the minimum time of 12 classroom hours.

PMI COURSE REFERENCE MATERIAL

9.2 There are a number of training manuals available on which a flying training organisation may structure their PMI course. These include:

- CASA Flight Instructor Manual (Helicopter);
- FAA-H-8083-9A Aviation Instructors Handbook; and
- NZCAA Flight Instructor's Guide.
- Appendix D of this CAAP

PMI COURSE

9.3 The PMI course component provides the fundamental underpinning knowledge on which the rest of the FITC is based. In accordance with accepted educational processes, and to avoid any trainee disadvantage that could impede the learning process, it is recommended that the PMI component is completed before commencing any further ground or flight course components.

9.4 To ensure trainees have acquired the required level of knowledge, the program of instruction should include a method of ensuring that the trainee has achieved the required level of knowledge. If the knowledge assessment exercise identifies any deficiencies, these should be addressed prior to progressing to the next stage. Failure to complete this important step has the potential to impede trainee learning rates.

9.5 To assist flying schools with course development, sample PMI course notes and a PMI Knowledge Assessment Tool have been included in Appendix D of this CAAP.

9.6 It is recommended that the 12 hour PMI course component be delivered at the start of the course as the content is fundamental to the rest of the Syllabus.

10. Flight Instructor Training Course – Short Theory Lessons

10.1 To assist the trainee link AK and PMI concepts into long briefings, CFI's may wish to incorporate an intermediate step prior to commencing long briefings. The Short Theory Lesson (STL) concept is to provide a low threat high repetition practice environment to assist the trainee to master those basic lesson delivery principles prior to having to deliver a full LB. It is recommended STL's should cover the basic lesson delivery principles, be of about 15 minutes in duration and cover aviation general knowledge subject topics. STL exercises should be kept simple with the focus on development of basic lesson delivery skills reinforced by repetition. Managed correctly, the trainee will commence the long briefing (LB) exercises with a higher level of confidence and improved basic lesson delivery techniques.

10.2 It is recommended that STL briefing topics are selected from Section 3 - Aeronautical Knowledge of the Day VFR Syllabus Ground Theory Block. This research will provide relevant material for inclusion into the development of the trainee's LB.

11. Flight Instructor Training Course – Sample Program of Instruction

11.1 To assist CFI's to develop their FITC, a sample program of instruction is provided in Appendix B of this CAAP. This program is based around two trainee instructors committing full time to the FITC (and progressing at the same rate) two trainers and sufficient aeroplanes and classroom facilities. Differing trainee numbers and/or resources will require a different program and syllabus.

11.2 There is no allowance in the program for delays due to weather, trainee or trainer availability, variable trainee progress or aeroplane unavailability.

12. Detailed Syllabus

12.1 To assist CFI's to develop their FITC, a sample detailed syllabus of training is provided in Appendix B of this CAAP. This program is based around two trainee instructors committing full time to the FITC (and progressing at the same rate), two trainers and sufficient aeroplanes and classroom facilities.

12.2 Dividing the syllabus into phases has the advantage of grouping tasks of similar difficulty, providing natural progression assessment points and assisting with risk management. The sample detailed syllabus has been divided into a number of phases:

- **Basic Phase** is where the trainee starts to apply the principles learnt during the course to date into complete training exercises.
- **Advanced Phase** commences with Effects of Controls and introduces the advanced manoeuvring sequences.
- **Abnormals Phase** covers engine failures, precautionary search, fire drills and systems malfunctions.
- **Further Phase** covers night circuits and navigation.

12.3 Experience has shown that generally a syllabus with this type of structure results in the best learning outcome and it is recommended that CFI's adopt this type of approach when designing their flying school FITC.

BASIC PHASE

12.4 The Basic Phase is where the trainee starts to apply the principles learnt during the course to date into complete training exercises.

12.5 With the exception of Effects of Controls, Basic Phase covers all the ab-initio sequences prior to stalling and encompasses lesson numbers 1 to 9.

12.6 Due to its complexity from an instructor training perspective, Effects of Controls has been included in the Advanced Phase of the sample FITC.

12.7 Each of the flight sequences has the following components:

- Long briefing – give;
- Long briefing – give back;
- Long briefing – assessment
- Air exercise – give;
- Air exercise – give back; and
- Air exercise – assessment.

12.8 Each flight should be planned to include multiple components appropriate to the trainee progress point.

12.9 Lesson number 8 is planned as a trainee progress assessment exercise conducted by the CFI. It is a dual flight and should assess a selection of sequences covered to date using the read back format. While the trainee cannot be expected to deliver a polished performance, the trainee must not be permitted to progress to the advanced phase unless they meet the following minimum criteria:

- The manipulative standard must be of CPL standard throughout the entire flight.
- The lesson delivery must be at a standard assessed and certified by the CFI as satisfactory for the trainee to commence mutual training exercises and progress to advanced sequences.

ADVANCED PHASE

12.10 Advanced Phase commences with Effects of Controls and introduces the advanced manoeuvring sequences, other than abnormal. This phase encompasses lesson numbers 10 to 27.

12.11 Each of the flight sequences has the following components:

- Long briefing – give;
- Long briefing – give back;
- Long briefing – assessment;
- Air exercise – give;
- Air exercise – give back; and
- Air exercise – assessment.

12.12 Each flight should be planned to include multiple components appropriate to the trainee progress point.

12.13 Lesson number 26 is a trainee progress assessment exercise conducted by the CFI. It is a dual flight and assessment should cover a selection of sequences covered to date using the read back format. The trainee should not be permitted to progress to the abnormal phase unless they meet the following minimum criteria:

- The manipulative standard should be of CPL standard throughout the entire flight.
- The lesson delivery must be at a standard assessed and certified by the CFI as satisfactory for the trainee to commence mutual training exercises for advanced sequences and progress to the abnormal and further sequences.

ABNORMALS PHASE

12.14 The Abnormal Phase covers engine failures, precautionary search, fire drills and systems malfunctions. This phase encompasses lesson numbers 28 to 32. There is no CFI check in this phase. The approval to conduct mutual training in these sequences may be given by the trainer. There is no mutual training for Engine Failure after Take-Off or systems malfunctions.

12.15 Each of the flight sequences has the following components:

- Long briefing – give;
- Long briefing – give back, twice;
- Long briefing – assessment;
- Air exercise – give;
- Air exercise – give back, twice; and
- Air exercise – assessment.

12.16 Each lesson should be planned to include multiple components appropriate to the trainee progress point.

FURTHER PHASE

12.17 The Further Phase covers night circuits and NAV. This phase encompasses lesson numbers 33 to 37. There is no CFI check in this phase.

12.18 The approval to conduct mutual training in night circuits may be given by the trainer. There is no mutual training for NAV.

12.19 Each of the flight sequences has the following components:

- Long briefing – give;
- Long briefing – give back, twice;
- Long briefing – assessment;
- Air exercise – give;
- Air exercise – give back, twice; and
- Air exercise – assessment.

12.20 Each lesson should be planned to include multiple components appropriate to the trainee progress point.

13. Mutual Training

13.1 Where mutual training is part of the flying school course, for risk mitigation purposes, it is recommended that all mutual training is subject to strict trainer supervision. The trainer should nominate a Pilot In Command (PIC) for the lesson and which trainee will occupy the ICS. The trainer should provide a formal pre-lesson briefing that clearly articulates planned learning outcomes, priorities and go/no-go criteria. As an additional risk mitigator built into the sample FITC provided in this CAAP, both trainees should have satisfactorily completed lesson 8 prior to commencing mutual training.

13.2 The trainee playing the role of the student pilot should be briefed to fly the aeroplane to a high standard and not to attempt to simulate student responses. This is an opportunity to continue to develop manipulative skill while still allowing lesson delivery skill development by the PIC.

14. Trainee Progress Management

14.1 The systems and procedures provided in Appendix G of this CAAP, if followed, will provide a clear and comprehensive record of trainee achieved progress against the initial plan. In the event the trainee is not progressing at the desired rate the trainee progress management and recording system should provide clear identification of the areas of learning difficulty.

15. Assessment and Recommendation for Rating Flight Test

15.1 Once the trainee has completed the CAO 40.1.7 FITC, they should complete a formal summative assessment exercise to ensure they have met the required course completion standard. This assessment is of vital importance to the trainee as it will probably be the first complete summative assessment of their skills as a potential flight instructor. Therefore it is critical that they are correctly assessed and it is suggested they should not be recommended for flight test by the CFI unless they have demonstrated a satisfactory standard which would provide a high probability of passing the flight test at the first attempt.

15.2 CASA expects this assessment will be carried out by the CFI. The only occasion where this should not occur is where the CFI is also the ATO who is likely to conduct the actual flight test. In this case it is preferable for the course supervisor to conduct the assessment.

15.3 It is recommended the assessor conduct this assessment as though it was an initial issue Flight Instructor Rating flight test by following the CASA ATOM process for the assessment of a flight instructor (aeroplane) rating grade 3 in its entirety as a simulated flight test with the exception that the assessment exercise should be completed regardless of any intermediate fail points so as to give the CFI a more complete picture of the overall standard of the trainee.

15.4 The assessor should make an entry in the applicant's training record to reflect the details and outcome of the assessment. If the assessor formed the view the trainee did not meet the required standard, the entry should include the recommended sequences for remedial training. Based on the assessment outcome, the CFI is now in a position to make a decision on recommending the trainee for flight test.

16. The Flight Test

16.1 The Flight Test for the initial issue of the flight instructor (aeroplane) rating grade 3 will be conducted by an ATO or CASA officer.

16.2 The procedures the ATO will follow during the flight test are documented in CASA's ATOM. It is recommended that CFI's, staff associated with instructor training and trainee instructors become familiar with the sections of this manual pertaining to the flight testing of flight instructor applicants.

17. Course Quality Review Process

17.1 It is recommended that following the completion of each instructor course the CFI should conduct a review of the course quality, conduct and outcomes. This review should include feedback from trainees, trainers and ATO's.

17.2 It is recommended that CFI's adopt and implement the principles, procedures and practices contained in the International Organization for Standardization - *ISO 9001 Quality management systems - requirements for quality improvement*.

Executive Manager
Standards Development and Future Technology

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