U.S. Department of Transportation
Federal Aviation Administration

# Advisory Circular

**Subject:** Flight Instructor Enhanced Qualification Training Program (FIEQTP)

**Date:** 10/30/24 **AC No:** 61-145
**Initiated by:** AFS-800 **Change:**

**1 PURPOSE OF THIS ADVISORY CIRCULAR (AC).** This AC provides guidance and recommendations to aid applicants in the development of a Flight Instructor Enhanced Qualification Training Program (FIEQTP) that meets the requirements of Title 14 of the Code of Federal Regulations (14 CFR) part 61, § 61.195(h)(3). This AC also contains guidance that is pertinent to 14 CFR parts 1, 60, 61, 141, and 142. The contents of this document do not have the force and effect of law and are not meant to bind the public in any way, and the document is intended only to provide information to the public regarding existing requirements under the law or agency policies.

**2 AUDIENCE.** The primary audience for this AC is authorized training providers under part 141 or 142 seeking to offer an FIEQTP and training personnel involved in the development and delivery of this training program. Flight instructors seeking to provide flight training to initial flight instructor applicants should also familiarize themselves with the contents of this AC.

**3 WHERE YOU CAN FIND THIS AC.** You can find this AC on the Federal Aviation Administration's (FAA) website at https://www.faa.gov/regulations_policies/advisory_circulars and the Dynamic Regulatory System (DRS) at https://drs.faa.gov.

**4 RELATED 14 CFR REGULATIONS.**

- Part 61, § 61.195.
- Part 141, §§ 141.41, 141.53, 141.55, and part 141 appendix K.
- Part 142, §§ 142.39 and 142.59.

**5 DEFINITIONS.**

**5.1 Advanced Aviation Training Device (AATD).** Refer to AC 61-136, FAA Approval of Aviation Training Devices and Their Use for Training and Experience, for additional information pertaining to AATDs.

**5.2 Aviation Training Device (ATD).** According to § 61.1, an ATD is a training device, other than a full flight simulator (FFS) or flight training device (FTD), that has been evaluated, qualified, and approved by the Administrator. Refer to AC 61-136 for additional information pertaining to ATDs.

**5.3 Course (or Course of Training).** A course (or course of training) is a program of study of a range of closely related topics leading to a single outcome. For the purposes of this AC, the outcome is a graduation certificate that would allow a flight instructor with less than 24 calendar months of instructing experience to train an initial flight instructor applicant.

**5.4 Curriculum.** A curriculum is an organized sequence of topics or subject matter presented within a course of training.

**5.5 Enrollee.** An enrollee is a person who holds a valid instructor certificate and attends the FIEQTP for the purpose of qualifying to provide training to initial flight instructor applicants.

**5.6 Evaluator.** An evaluator for an FIEQTP is an individual responsible for providing the end-of-course written test and the end-of-course instructional proficiency flight test to the enrollee.

**5.7 Flight Simulation Training Device (FSTD).** According to 14 CFR part 1, § 1.1, an FSTD is an FFS or an FTD.

**5.8 Flight Training.** According to § 61.1, flight training is that training, other than ground training, received from an authorized instructor in flight in an aircraft.

**5.9 Flight Training Device (FTD).** According to § 1.1, an FTD is a replica of aircraft instruments, equipment, panels, and controls in an open flight deck area or an enclosed aircraft cockpit replica. It includes the equipment and computer programs necessary to represent aircraft (or a set of aircraft) operations in ground and flight conditions having the full range of capabilities of the systems installed in the device as described in part 60 and the Qualification Performance Standards (QPS) for a specific FTD qualification level.

**5.10 Full Flight Simulator (FFS).** According to § 1.1, an FFS is a replica of a specific type or make, model, and series aircraft cockpit. It includes the assemblage of equipment and computer programs necessary to represent operations in ground and flight conditions, a visual system providing an out-of-the-cockpit view, a system that provides cues at least equivalent to those of a three-degree-of-freedom motion system, and has the full range of capabilities of the systems installed in the device as described in part 60 and the QPS for a specific FFS qualification level.

**5.11 Ground Training.** According to § 61.1, ground training is training, other than flight training, received from an authorized instructor.

**5.12 Lesson.** A lesson is an individual period of instruction that imparts subject matter to the enrollee(s). A single lesson generally covers a single topic.

**5.13 Lesson Plan.** A lesson plan is the instructor's written plan for teaching a given unit of learning. A series of lesson plans are components of the training syllabus.

**5.14 Program Instructor.** A program instructor is an individual qualified by the training provider to teach FIEQTP material.

**5.15 Training Course Outline (TCO).** A TCO is a document describing the content of a particular course through a statement of objectives, description of teaching aids, definition of evaluative criteria, and indication of desired outcomes.

**5.16 Training Provider.** A training provider is a holder of a part 141 pilot school certificate or part 142 training center certificate authorized to conduct an FIEQTP course that meets the requirements of § 61.195(h)(3). This AC uses the terms "FIEQTP provider" and "certificate holder (CH)" interchangeably.

**5.17 Training Syllabus.** A training syllabus is the structured listing and summary of all individual lesson plans representing the sequence and timing of the material taught. The syllabus defines the unit of training, states by objective what the student is expected to accomplish during the unit of training, shows an organized plan for instruction, and dictates an evaluation process for either the unit or stages of learning. Wherever possible, the syllabus should be structured as a step-by-step, building block progression of learning with provisions for review, evaluation, and testing at prescribed stages of learning. This may include identification of the time and location of each of the tests in the lesson sequence. A training syllabus is contained within a TCO or training program.

## 6 RELATED GUIDANCE (current editions).

**6.1 Aeronautical Information Manual (AIM).** The AIM is the official guide to basic flight information and air traffic control (ATC) procedures.

**6.2 Airman Certification Standards (ACS)/Practical Test Standards (PTS) (as applicable).**

1. You can find the following on the FAA ACS web page at https://www.faa.gov/training_testing/testing/acs/.
   - FAA-S-ACS-25, Flight Instructor for Airplane Category Airman Certification Standards.
   - FAA-S-ACS-27, Flight Instructor for Powered-Lift Category Airman Certification Standards.
   - FAA-S-ACS-28, Flight Instructor – Instrument Rating Powered-Lift Airman Certification Standards.
   - FAA-S-ACS-29, Flight Instructor for Rotorcraft Category Helicopter Rating Airman Certification Standards.
2. You can find the following on the FAA PTS web page at https://www.faa.gov/training_testing/testing/test_standards/.

- FAA-S-8081-7, Flight Instructor Practical Test Standards for Rotorcraft Category Gyroplane Rating.
- FAA-S-8081-8, Flight Instructor Practical Test Standards for Glider Category.
- FAA-S-8081-9, Flight Instructor Instrument Practical Test Standards for Airplane Rating and Helicopter Rating.

**6.3 FAA Handbooks:**

- FAA-H-8083-2, Risk Management Handbook.
- FAA-H-8083-3, Airplane Flying Handbook.
- FAA-H-8083-4, Helicopter Instructor's Handbook.
- FAA-H-8083-9, Aviation Instructor's Handbook.
- FAA-H-8083-13, Glider Flying Handbook.
- FAA-H-8083-16, Instrument Procedures Handbook.
- FAA-H-8083-21, Helicopter Flying Handbook.
- FAA-H-8083-21, Rotorcraft Flying Handbook – Gyroplane.
- FAA-H-8083-23, Seaplane, Skiplane, and Float/Ski Equipped Helicopter Operations Handbook.
- FAA-H-8083-25, Pilot's Handbook of Aeronautical Knowledge.

**6.4 FAA ACs:**

- AC 60-28, FAA English Language Standard for an FAA Certificate Issued Under 14 CFR Parts 61, 63, 65, and 107.
- AC 61-65, Certification: Pilots and Flight and Ground Instructors.
- AC 61-83, Nationally Scheduled, FAA-Approved, Industry-Conducted Flight Instructor Refresher Course.
- AC 61-98, Currency Requirements and Guidance for the Flight Review and Instrument Proficiency Check.
- AC 61-136, FAA Approval of Aviation Training Devices and Their Use for Training and Experience.
- AC 61-141, Flight Instructors as Certifying Officials for Student Pilot and Remote Pilot Applicants.
- AC 141-1, Part 141 Pilot Schools, Application, Certification, and Compliance.

## 7 FIEQTP OBJECTIVE.

**7.1** The FAA requires that flight instructors attain additional qualifications in order to instruct initial flight instructor applicants. The qualifications of § 61.195 for training first-time

flight instructor applicants include a requirement to have held a flight instructor certificate for at least 24 calendar months. Completion of the FIEQTP provides an avenue by which flight instructors may qualify in less than 24 calendar months to provide instruction to initial flight instructor applicants.

**7.2** The FIEQTP is designed to train and validate the flight instructor's ability to instruct initial flight instructor applicants. The FIEQTP is not intended to repeat the foundational training a person receives in preparation for the flight instructor practical test. The flight instructor practical test focuses on a person's ability to teach pilots how to fly and achieve a level of flight proficiency sufficient to obtain pilot certificates and ratings. The FIEQTP focuses on a person's ability to teach pilots how to achieve instructional proficiency.

**7.3** As discussed in this AC, § 61.195(h)(3) provides specific subjects that must be included in the FIEQTP curriculum that focus on this instructional proficiency. The FIEQTP is designed to enhance the flight instructor's teaching skills specific to preparing initial flight instructor applicants for the practical test.

## 8 TRAINING PROGRAM: GENERAL.

**8.1 Training Program Overview.** The FIEQTP is one of the methods by which a flight instructor may become qualified to instruct initial flight instructor applicants. FIEQTPs are conducted under part 141 or 142. Therefore, each training provider seeking to offer an FIEQTP must submit the required documentation under part 141 or 142, respectively, for FAA approval. See paragraph 9 for detailed information pertaining to program approval.

**8.2 Aircraft Category Specialization.** Training provider applicants should focus their program on a particular aircraft category rating (e.g., flight instructor airplane, rotorcraft, or glider). Enrollees should seek the appropriate FIEQTP that corresponds to the aircraft category rating held on their flight instructor certificate.

**8.3 Enrollment Prerequisites for the FIEQTP Enrollee.** Applicants must meet certain conditions to enroll in an FIEQTP. Pursuant to § 61.195(h)(2), a person must:

1. Meet the eligibility requirements prescribed in § 61.183;
2. Hold the appropriate flight instructor certificate and rating;
3. Meet the requirements of the part under which the flight training is provided; and
4. Have given at least 200 hours of flight training as a flight instructor for training in preparation for an airplane, rotorcraft, or powered-lift rating, in accordance with § 61.195(h)(2)(i)(A), or have given at least 80 hours of flight training as a flight instructor for training in preparation for a glider rating, in accordance with § 61.195(h)(2)(i)(B).

**Note:** Enrollees who hold more than one aircraft category and class (if a class is required) on their flight instructor certificate need only satisfy one FIEQTP course

for one of the aircraft category and class ratings held on that person's flight instructor certificate.

**8.4 Learning Objectives.** This AC provides guidance for the development and approval of a training curriculum that satisfies the requirements for the proposed FIEQTP, including the learning objectives advanced by the subject areas listed in § 61.195(h)(3)(i) and (ii), respectively. See paragraphs 12 and 14 for detailed information pertaining to program learning objectives.

## 9 OBTAINING PROGRAM APPROVAL.

**9.1 FAA/Training Provider Coordination.** FIEQTPs must be approved and conducted under part 141 or 142. Therefore, parts 141 and 142 CHs seeking approval for an FIEQTP should work with their assigned FAA Principal Operations Inspector (POI) or Training Center Program Manager (TCPM) to establish and maintain the program through each part's curriculum requirements, respectively.

**9.2 FIEQTPs Conducted Under Part 141.** For the purposes of this AC, where the FAA refers to "part 141 pilot school," it should be understood that the guidance applies to part 141 provisional pilot schools as well. Part 141 subpart C prescribes the curriculum and TCO requirements of a course of training offered by a part 141 pilot school. Section 141.53 requires the Administrator's approval for the outline of each training course for which certification is sought. Section 141.55 requires each pilot school or provisional pilot school to meet the minimum ground and flight training time requirements in accordance with the appropriate part 141 appendix, in this case, part 141 appendix K. The FAA POI assigned to the part 141 pilot school or provisional pilot school approves the course curriculum and provides oversight to the school. The POI is the point of contact (POC) for coordination of an FIEQTP course. Refer to AC 141-1 for detailed information about part 141 TCOs and syllabi content.

**9.3 FIEQTPs Conducted Under Part 142.** Part 142 subpart B prescribes the curriculum and syllabus requirements for training programs offered by a part 142 training center. Training curriculums for a training center's FIEQTP must meet the requirements found in § 142.39 and part 142 subpart F. The FAA TCPM assigned to the training center CH is responsible for curriculum oversight and approval and should be the POC for coordination of an FIEQTP.

**9.4 FIEQTP Curriculum Approval.** The Flight Standards District Office (FSDO) or the certificate management office (CMO) will conduct a review of a submitted FIEQTP curriculum. Inspectors assigned to pilot schools or training centers will refer to the appropriate DRS guidance for approving a training curriculum. The POI or TCPM may grant FAA approval for the FIEQTP. To do so, the POI or TCPM must determine that the proposed FIEQTP meets the requirements of § 61.195(h)(3). Additionally, because the FIEQTP is conducted under part 141 or 142, any equipment utilized (e.g., an FFS or FTD) must comply with § 141.41 or § 142.59, as appropriate. If the FIEQTP is approved under part 141, the FAA will issue a Letter of Authorization (LOA) to the part 141 pilot school or provisional pilot school. If the FIEQTP is approved under part 142, the FAA

will issue a training specification (TSpec) to the part 142 training center. The CH should submit any future revision to their respective POI or TCPM for approval.

## 10 FIEQTP INSTRUCTOR QUALIFICATIONS.

**10.1 Program Instructor.** Pursuant to § 61.195(h)(3)(vi), program instructors must hold a flight instructor or ground instructor certificate, as appropriate, and possess one of the following qualifications:

1. Serves as a chief instructor or assistant chief instructor in a part 141 pilot school;
2. Serves as a TCPM or an Assistant Training Center Program Manager (ATCPM) of a part 142 training center; or
3. Meets the qualifications of an assistant chief instructor pursuant to § 141.36(d).

**10.2 Program Provider.** Pursuant to § 61.195(h)(3), FIEQTPs must be approved and conducted under part 141 or 142. Therefore, FIEQTP providers must ensure that their instructors meet any applicable instructor qualifications required in parts 141 and 142, respectively.

## 11 END-OF-COURSE TESTS: GENERAL.

**11.1 Requirements.** Part 141 appendix K requires each person enrolled in a special preparation course to satisfactorily accomplish the stage checks and end-of-course tests in accordance with the school's approved training course. Similarly, § 142.65(d) requires that each person enrolled in a training program curriculum must satisfactorily complete the requirements of that course. Therefore, an enrollee must demonstrate an understanding of the subject areas covered in the FIEQTP by satisfactorily completing an end-of-course written test and end-of-course instructional proficiency test. The following subparagraphs contain direction and guidance for these end-of-course tests, which should take place after each section of the academic portion of the course (i.e., the ground training portion and the flight training portion).

**11.2 Procedures.** The training provider should provide a description of the end-of-course tests and any stage checks that will be used to measure the enrollees' proficiency. This discussion should identify and describe the form of test (e.g., individual paper tests handed out, tests presented on a screen, etc.). An example of an evaluation procedure description could state: "The enrollee will answer a series of multiple-choice questions related to this topic at the end of each section in which the topic was presented and again in the end-of-course written test. The test will be in printed form and handed to the enrollee for completion."

**11.3 End-of-Course Tests.** Each flight instructor enrolled in the FIEQTP must satisfactorily complete an end-of-course written test specific to the ground training subjects in § 61.195(h)(3)(i) and an end-of-course instructional proficiency flight test specific to the flight training areas in § 61.195(h)(3)(ii), which are further discussed in paragraphs 13 and 15.

## 12 GROUND TRAINING SUBJECTS.

**12.1 Ground Training Development.** The FIEQTP training provider must include at least 25 hours of ground instruction as specified by § 61.195(h)(3)(i). Additionally, the training provider must include the subjects specified by § 61.195(h)(3)(i)(A)–(D) and an end-of-course written test specified by § 61.195(h)(3)(iii). These subjects are listed below as "Ground Training Subject A" through "Ground Training Subject D," and should include, but are not limited to, the training subject components listed under each ground subject. This AC provides a recommended breakdown of hours for each respective ground training subject. Each training provider must develop lesson plans that adequately present each ground training subject. FIEQTP training providers may develop as many lesson plans as they deem necessary to encompass all ground training subjects.

**12.2 Ground Training Subject A.** Ground training for Subject A includes the following topics: flight instructor responsibilities, functions, lesson planning, and risk management, including how to instruct an initial flight instructor applicant on these subjects. (Recommended: 13 hours.)

**12.2.1** Flight Instructor Responsibilities (Recommended: 3 Hours).

**12.2.1.1 Learning Objective.** Enrollees will gain an enhanced understanding of flight instructor responsibilities, including how to instruct an initial flight instructor applicant.

**12.2.1.2 Training Subject Components.** The FAA recommends including the following topics:

- Ethics, professionalism, and mentoring.
- Training equipment.
- Training records.
- Sources and proactive methods for obtaining and maintaining up-to-date information on regulations, training, and testing standards publications.
- Instructor's role as certifying official for remote pilot and/or student pilot certificate applications in accordance with § 61.85(b) and 14 CFR part 107, § 107.63(b)(1).

**12.2.2** Functions (Recommended: 3 Hours).

**12.2.2.1 Learning Objective.** Enrollees will gain an enhanced understanding of flight instructor functions, including how to instruct an initial flight instructor applicant.

**12.2.2.2 Training Subject Components.** The FAA recommends including the following topics:

- Training techniques to build a safety culture mindset.

- Plans of action on how to accomplish effective pilot evaluations (e.g., stage check, end-of course test, flight review, instrument proficiency check (IPC), etc.).
- Preflight briefing to review lesson objectives and planning for the flight with an initial flight instructor applicant.
- Postflight briefing to review initial flight instructor applicant performance and recommendations for improvement.
- Instructor's responsibility to obtain feedback from pilot evaluators/examiners to understand how their applicant performed during a practical test.
- Using a practical test evaluator's feedback to adjust or improve the flight instructor's teaching technique to meet learning objectives.

**12.2.3** Lesson Planning (Recommended: 4 Hours).

**12.2.3.1 Learning Objective.** Enrollees will gain an enhanced understanding of flight instructor lesson planning, including how to structure the instruction of an initial flight instructor applicant.

**12.2.3.2 Training Subject Components.** The FAA recommends including the following topics:

- Creation of a curriculum, syllabus, and lesson plan to create a comprehensive course of training.
- Development of lesson plan to include: Lesson Title, Lesson Objective, Expected Lesson Time, Lesson Subject-Matter Elements, Training Aids, and Completion Standards.
- Use of lesson plans throughout the training a flight instructor provides.
- Lesson topic development.

**12.2.4** Risk Management (Recommended: 3 Hours).

**12.2.4.1 Learning Objective.** Enrollees will gain an enhanced understanding of risk management, including how to instruct an initial flight instructor applicant.

**12.2.4.2 Training Subject Components.** The FAA recommends including the following topics:

- Risk management concepts pertaining to training and flight operations.
- Variances between acceptable and unacceptable risk in flight training and the conveyance of such in knowledge and skill areas to a student pilot.
- Development of risk management skills with student pilots as a standard practice.

- Instruction of risk management as a flight instructor to an initial flight instructor applicant.
- Scenario-based training to develop and demonstrate the risk management decision process as the instructor providing flight training to an initial flight instructor applicant.
- Aircraft operational requirements, including technically advanced airplanes (TAA) and advanced aircraft avionics as opposed to carry-on equipment, including Electronic Flight Bag (EFB) Class I and II.

**12.3 Ground Training Subject B.** Ground training for Subject B includes the following topics: teaching methods, procedures, and techniques applicable to instructing an initial flight instructor applicant. (Recommended: 4 hours.)

**12.3.1** Learning Objective. Enrollees will gain a greater understanding of teaching methods, procedures, and techniques pertaining to instructing an initial flight instructor applicant.

**12.3.2** Training Subject Components. The FAA recommends including the following topics:

- Development and use of a lesson plan and the associated training course syllabus used for ground and flight training.
- Teaching skills enhancement, emphasizing guided discussion and demonstrative performance methods.
- Effective communication of the objective and completion standards pertinent to the implementation of a lesson plan.

**12.4 Ground Training Subject C.** Ground training for Subject C includes the following topics: methods of proper evaluation of an initial flight instructor applicant to detect improper and insufficient transfer of instructional knowledge, training, and performance of the initial flight instructor applicant. (Recommended: 4 hours.)

**12.4.1** Learning Objective. Enrollees will understand the methods to identify improper and insufficient transfer of instructional knowledge, training, and performance of an initial flight instructor applicant.

**12.4.2** Training Subject Components. The FAA recommends including the following topics:

- Methods to identify insufficient level of pilot knowledge or skill.
- Guided discussion.
- Informal testing methods (e.g., oral or written quizzes).
- Mechanisms designed to encourage student discussion and feedback (e.g., asking questions).
- Effective communication (verbal and physical).
- Repetition to provide understanding and greater knowledge transfer.

**12.5 Ground Training Subject D.** Ground training for Subject D includes the following topics: corrective action in the case of unsatisfactory training progress. (Recommended: 4 hours.)

**12.5.1** Learning Objective. Enrollees will understand corrective action in the case of unsatisfactory training progress.

**12.5.2** Training Subject Components. The FAA recommends including the following topics:

- Training techniques, which include scenario-based training and recommendations for applicable corrective action.
- Preflight and postflight briefings.
- Basic review of maneuvers and/or tasks with the enrollee, which may include utilizing guided discussions and question-and-answer sessions.
- Correction techniques for unsatisfactory training progress.
- Evaluation of the instructor applicant's level of knowledge through the instructor applicant's explanations/descriptions of maneuvers or tasks.

## 13 END-OF-COURSE WRITTEN TEST.

**13.1 Regulatory Requirement.** Pursuant to § 61.195(h)(3)(iii), an enrollee must demonstrate an understanding of the subject areas covered in the ground training portion of the FIEQTP by completing an end-of-course written test. The following subparagraphs contain direction and guidance for the written test.

**13.1.1** Written Test Supporting Material and Answer Key. The training provider should provide a comprehensive written end-of-course test or test question pool with an answer key in the submitted application for the course. The training provider should provide source materials (and references) used to derive the answers to the questions. References should include sufficient detail to enable FAA personnel to easily locate those references if FAA personnel determine it is necessary to verify or confirm specific information presented in the test. Inadequate references may result in denial of the approval. Test questions should be appropriate to the lesson plans and subject areas the training provider will teach. The FAA recommends the training provider administer closed-book exams.

**13.1.2** Written Test Format and Passing Score. The training provider must provide a comprehensive written test that includes questions on the subject areas defined in § 61.195(h)(3)(i). The training provider should have each student answer at least 25 test questions. The test should be given at the end of the ground instruction course, and it should be a closed-book exam. The FAA recommends using a minimum passing score of at least 70 percent because this test is similar to the aeronautical knowledge tests administered under part 61, for which the FAA has specified a minimum passing score of 70 percent. At the conclusion of the written test, the training instruction should review all incorrect answers with the enrollee.

## 14 FLIGHT TRAINING AREAS.

**14.1 Flight Training Development.** The FIEQTP must include at least 10 hours of flight training, per § 61.195(h)(3)(ii), which must include the areas prescribed in § 61.195(h)(3)(ii)(A)–(F), and an end-of-course instructional proficiency flight test required by § 61.195(h)(3)(iii). The flight training areas should include, but are not limited to, the training subject components listed under each flight training area below.

**14.1.1** Flight Training Area A. Scenario-based training to develop the flight instructor's ability to instruct an initial flight instructor applicant on how to satisfactorily perform the procedures and maneuvers while giving effective flight training. (Recommended: 2 hours.)

**14.1.1.1 Learning Objective.** Enrollees will enhance their understanding and ability to compose and teach initial flight instructor applicants to compose scenario-based training that helps a student pilot develop the habit of considering all aspects of the flight as it progresses and make realistic contingency plans to deal with unexpected events.

**14.1.1.2 Training Subject Components.** The program instructor should have the enrolled instructor select and demonstrate a scenario-based training example incorporating the demonstration performance method of instruction. The enrolled instructor will demonstrate "how to teach" and describe best practices when training an initial flight instructor applicant. Possible scenarios may include:

- Training a cross-country flight with a diversion to alternate airport.
- Conducting a flight review.
- Providing training leading to a high performance airplane or complex airplane endorsement.
- Correction techniques for unsatisfactory training progress.

**14.1.2** Flight Training Area B. Instructional knowledge and proficiency to teach an initial flight instructor applicant abnormal and emergency procedures. This training must include stall awareness, spin entry, spins, and spin recovery procedures, if applicable to the category and class of aircraft used in the FIEQTP course. (Recommended: 2 hours.)

**14.1.2.1 Learning Objective.** Enrollees will enhance their understanding of the instructional knowledge and proficiency to teach an initial flight instructor applicant in abnormal and emergency procedures.

**14.1.2.2 Training Subject Components.** The program instructor should have the enrollee describe and demonstrate teaching techniques specific to abnormal and emergency procedures appropriate for the aircraft used in the course. Teaching demonstrations should include:

- Training abnormal maneuvers such as unusual attitude recovery and simulated system malfunctions.
- Simulated emergency engine failure demonstration.
- Simulated emergency landing demonstration.

**14.1.2.3 Additional Training Subject Components for Airplane and Glider Categories.** The program instructor should have the enrollee describe and demonstrate teaching techniques specific to stalls, spin entry, spins, and spin recovery procedures. This training is applicable when these tasks are required by the relevant ACS/PTS for initial flight instructor applicants in the class of airplane or glider used in the FIEQTP course. For example, if the FIEQTP course uses a single-engine land airplane, then the teaching demonstrations should include:

- Demonstration of power-off stall, power-on stall, and accelerated stall.
- Demonstration of cross-controlled stall, elevator trim stall, and secondary stall.
- Demonstration of spin entry, spin, and spin recovery.

**Note:** All training demonstrations must be accomplished in an aircraft certificated for these maneuvers. The abnormal and emergency training should be specific to the aircraft used in the FIEQTP course. For example, Rotorcraft-Helicopter course enrollees would describe and demonstrate autorotations, vortex ring state (VRS) (also known as settling with power), low-rotor revolutions per minute (rpm) recovery, etc.

**14.1.3** Flight Training Area C. Risk management and potential results of improper, untimely, or nonexecution of safety measures critical to flight training. (Recommended: 2 hours.)

**14.1.3.1 Learning Objective.** Enrollees will develop an enhanced understanding of risk management and potential results of improper, untimely, or nonexecution of safety measures critical to flight instruction.

**14.1.3.2 Training Subject Components.** The training provider should have the enrollee describe and demonstrate teaching techniques specific to exchange of flight controls protocol and techniques for intervening during flight training when a flight instructor recognizes the potential for an unacceptable risk during flight operations. This should include typical scenarios that could occur during:

- Takeoff and departure phase.
- Approach and landing phase.
- Balked takeoffs and landings and go-arounds in various configurations.

- Stall entries and recoveries and spin avoidance, including abnormal and emergency procedures specific to the category, class, and type, if a class or type is applicable.
- Stall entries and recoveries and spin avoidance, including abnormal and emergency procedures specific to the category, class, and type, if a class or type is applicable.
- Cross-country weather deviation scenarios.
- Inadvertent entry into instrument meteorological conditions (IMC).

**14.1.4** Flight Training Area D. Methods of proper evaluation of an initial flight instructor applicant to detect improper and insufficient transfer of instructional knowledge, training, and performance of the initial flight instructor applicant. (Recommended: 2 hours.)

**14.1.4.1 Learning Objective.** Enrollees will develop an enhanced understanding of the methods of proper evaluation of an initial flight instructor applicant to detect improper and insufficient transfer of instructional knowledge, training, and performance.

**14.1.4.2 Training Subject Components.** The enrollee should describe and demonstrate how to recognize and correct poor performance from an initial flight instructor applicant who is demonstrating various tasks and teaching techniques.

1. Examples include:
   - Student demonstration and guided recommendations.
   - Critiques during demonstrations.
   - Correction of student errors.
   - Allowances for self-correction.
2. Poor performance may include:
   - Failure to intervene in a timely fashion.
   - Failure to demonstrate or explain maneuvers correctly or completely.
   - Failure to communicate expectations for successful completion of a maneuver.

**14.1.5** Flight Training Area E. Corrective action in the case of unsatisfactory training progress. (Recommended: 1 hour.)

**14.1.5.1 Learning Objective.** Enrollees will understand corrective action in the case of unsatisfactory training progress.

**14.1.5.2 Training Subject Components.** The FAA recommends including the following topics:

1. Instructional techniques to include scenario-based training and applicable recommended corrective actions for unsatisfactory flight training progress.
2. Actions for when the initial flight instructor applicant fails to evaluate the student's level of knowledge through assessment of maneuvers or tasks while providing flight training.
3. Actions for when the initial flight instructor applicant demonstrates a procedure or maneuver correctly, but does not fully understand the principles and objectives involved. For example:
   - Vary the performance of the maneuver slightly,
   - Combine it with other operations, or
   - Apply the same elements to the performance of other maneuvers.
4. Failure to provide positive reinforcement to shape flight deck behavior during flight training.
5. Untimely instructor enrollee interventions when safety is not assured.

**14.1.6** Flight Training Area F. Methods to detect personal characteristics of an initial flight instructor applicant that could adversely affect safety. (Recommended: 1 hour.)

**14.1.6.1 Learning Objective.** Enrollees will develop an enhanced understanding of the methods to detect personal characteristics of an initial flight instructor applicant that could adversely affect safety.

**14.1.6.2 Training Subject Components.** The training provider will have the enrollee describe and demonstrate unfavorable teaching techniques and corrective action that might affect the safety of the training flight. Examples might include:

- Failure to recognize unacceptable performance by a student (e.g., ignoring ACS/PTS, as applicable).
- Failure to brief students in advance of instructor actions when controlling the aircraft.
- Poor coordination of who is controlling the aircraft during lessons.
- Failure to clear the area before maneuvers.
- Failure to ensure visual flight rules (VFR) operations.
- Permitting actions that violate safe practices or regulations.
- Allowing demonstration of maneuvers at unsafe altitudes.

## 15 END-OF-COURSE INSTRUCTIONAL PROFICIENCY FLIGHT TEST.

**15.1** Pursuant to § 61.195(h)(3)(iii), an enrollee must complete an end-of-course instructional proficiency flight test on the tasks covered in § 61.195(h)(3)(ii)(A)–(F). The enrollee

should select maneuvers from the appropriate flight instructor PTS/ACS that are challenging to teach to an initial flight instructor applicant. The training provider should have the enrollee describe their plan of action for the test.

**15.2** The enrollee should accomplish select maneuvers emphasizing the demonstration performance method of instruction. This should include demonstrating maneuvers while emphasizing best teaching practices to an evaluator, who should pose as the initial flight instructor applicant in training. The emphasis should be on instructor skills or actions and recognizing common errors for each maneuver. The enrollee should demonstrate a high level of proficiency as described in the appropriate PTS or ACS. This is a demonstration of how to teach maneuvers effectively and how to direct students to accomplish tasks and maneuvers safely. The chief or assistant chief instructor of a part 141 pilot school/provisional pilot school, TCPM of a part 142 training center, or other persons specified in § 61.195(h)(3)(vi)(A)–(C) should administer the instructional flight proficiency test.

**Note:** The criteria for successful completion of flight maneuvers should be the standards identified in the appropriate flight instructor and associated commercial pilot and/or private pilot PTSs and/or ACSs.

**16 USE OF AN FSTD OR AATD.** The FIEQTP may use a qualified and approved FFS or FTD for the entire flight training and testing of the approved training program, pursuant to § 61.195(h)(3)(iv). A part 141 school offering an FIEQTP may use an FAA-approved AATD for up to 5 hours of training, pursuant to § 61.195(h)(3)(v) and part 141 appendix K. However, because part 142 training centers are not currently permitted to utilize ATDs, a part 142 training center may not use an ATD for its FIEQTP. The FAA notes that part 141 FIEQTP providers cannot credit the use of a basic aviation training device (BATD) for any training. A BATD does not provide an adequate training platform for both procedural and operational performance tasks specific to the flight training requirements for a flight instructor certificate. Therefore, the utilization of BATDs in the FIEQTP is not contemplated in the regulations.

**16.1 Ground Trainers.** The training should first begin in a ground trainer, and then move to an aircraft to validate proficiency. The training program and syllabus should clearly identify the specific lessons intended to use the ground trainer, the intended tasks, and the completion standards. Pilot/provisional pilot schools and training centers certificated under part 141 and part 142, respectively, would be required to comply with any FFS, FTD, or AATD requirements applicable to the part under which they conduct an FAA-approved FIEQTP course.

**16.2 Use of FSTDs.** Some or all of the equivalent 10 hours of flight training may be conducted in a qualified and approved FTD or FFS in accordance with § 61.195(h)(3)(iv). Any maneuver that is not approved for training in an FTD by the National Simulator Program (NSP) must be accomplished in the aircraft. All training should be accomplished in a Level 5 or higher FTD.

**16.3 Use of AATDs.** A maximum of 5 hours of equivalent flight training may be conducted in an FAA-approved AATD in accordance with §§ 61.4(c) and 61.195(h)(3)(v).

**16.4 Briefings Before and After Each Flight Training Session in an Aircraft/AATD/FSTD.** In order to correlate the academic knowledge portions with the flight training portions of the course, the training provider should conduct prebriefings before each flight training session. The prebriefing should review the training subject components planned for that flight training session. A briefing after each flight training session should review those components presented and allow the enrollee an opportunity for further questions.

**17 FIEQTP GRADUATION CERTIFICATE.** After an enrollee successfully completes an FIEQTP by passage of both the end-of course written test and end-of-course instructional proficiency flight test, the training provider is required to issue a graduation certificate pursuant to § 61.195(h)(3)(vii). The graduate of an FIEQTP course can present the graduation certificate as proof of eligibility to provide instruction to initial flight instructor applicants. The graduation certificate should contain at least the following information:

- Name and certificate number of the part 141 pilot school or part 142 training center,
- Full name and certificate number of the flight instructor graduate of the FIEQTP,
- The course of training,
- Date of graduation, and
- Authentication of the certificate (e.g., official certification/seal of the training provider or signature by a delegated representative of the training provider).

**18 UNSATISFACTORY END–OF-COURSE TESTS.** As required by § 61.195(h)(3)(iii), each flight instructor enrolled in the FIEQTP must satisfactorily complete an end-of-course written test specific to the ground training subjects in § 61.195(h)(3)(i) and an end-of-course instructional proficiency flight test specific to the flight training areas in § 61.195(h)(3)(ii). Enrollees who do not pass the end-of-course written test or the end-of-course instructional proficiency flight test may receive additional training by the training provider. The training provider may permit the enrollee to retake the test(s) if the training provider determines such action is appropriate. Specifically, the training provider should ensure that the additional training adequately covers the ground instructional training or flight instructional proficiency areas identified in the previous failure. Further, the training provider should ensure that, should an enrollee be permitted to retest, the test is not identical to the previous test that the enrollee did not complete satisfactorily, and ensure the test sufficiently covers the previously unsatisfactory ground training subjects or instructional proficiency flight areas, respectively.

**19 AC FEEDBACK FORM.** For your convenience, the AC Feedback Form is the last page of this AC. Note any deficiencies found, clarifications needed, or suggested improvements regarding the contents of this AC on the Feedback Form.



Robert Ruiz for
Lawrence Fields
Executive Director, Flight Standards Service

**Advisory Circular Feedback Form**

If you find an error in this AC, have recommendations for improving it, or have suggestions for new items/subjects to be added, you may let us know by contacting the General Aviation and Commercial Division at 9-AFS-800-Correspondence@faa.gov or the Flight Standards Directives Management Officer at 9-AWA-AFB-120-Directives@faa.gov.

Subject: AC 61-145, Flight Instructor Enhanced Qualification Training Program (FIEQTP)

Date: _____

*Please check all appropriate line items:*

☐ An error (procedural or typographical) has been noted in paragraph _____ on page _____.

☐ Recommend paragraph _____ on page _____ be changed as follows:

_____

_____

☐ In a future change to this AC, please cover the following subject:
*(Briefly describe what you want added.)*

_____

_____

☐ Other comments:

_____

_____

☐ I would like to discuss the above. Please contact me.

Submitted by: _____ Date: _____