

3. Instructors must go beyond the requirements of developing technically proficient students who are knowledgeable in the areas of their airplane, flight procedures, and maneuvers.
  - a. Instructors must teach students to know and be guided by their own limitations and the limitations of their equipment.
  - b. Instructors must teach and develop students' aeronautical decision-making processes.
4. One instructional tool useful for developing safer flight operations is the [Aviators' Model Code of Conduct \(AMCC\)](#).
  - a. The AMCC is intended to inspire excellence, not to establish standards. Many of its sample recommended practices go beyond Federal Aviation Regulations (FARs) into the realm of expertise and character. As such, they can serve as discussion points for the ideals and attitudes that should permeate all flying.
  - b. This resource is available at [www.secureav.com](http://www.secureav.com).
    - 1) It is available in a general format for all pilots, and there are operation-specific guides for glider, sport, seaplane, and student pilots.
    - 2) Of special interest to instructors is the [Notes for Instructors](#) document, which explains not only the purpose and use of the AMCC, but also how to incorporate it into effective flight instruction.
      - a) According to this document, teaching the AMCC will benefit flight training by
        - i) Enhancing the instructor's expertise and effectiveness,
        - ii) Highlighting important practices that make pilots better and safer aviators,
        - iii) Promoting appropriate pilot conduct, personal responsibility, and pilot contributions to the general aviation (GA) community and society at large,
        - iv) Encouraging professionalism,
        - v) Advancing self-regulation through the GA community as an alternative to government regulation,
        - vi) Promoting GA, and
        - vii) Making flight training a more rewarding experience.
  - c. CFIs should consider using this industry-created and supported tool to reach the highest level of piloting and instructional ability and to enhance the quality of the pilots they train.
5. Flight Instructor's Model Code of Conduct (FIMCC)
  - a. FIMCC is provided by the AMCC Initiative and offers recommendations to advance safety and professionalism in both ground and flight instruction.
  - b. A professional code can help users achieve new levels of proficiency, and the FIMCC is such a tool—a set of guidelines that is adaptable to each flight training organization and flight instructor. The FIMCC
    - 1) Promotes flight and ground instructor safety, professionalism, and instructor contributions to the aviation community and society at large;
    - 2) Encourages the development and adoption of good judgment, ethical behavior, and personal responsibility;
    - 3) Supports improved communications between instructors, students, regulators, and others in the aviation industry; and
    - 4) Promotes recognition of instruction as a highly respected and rewarding profession.

- c. The FIMCC is designed for flight instructors at all levels—from light sport to instrument multiengine; at large flight schools or as independent operators. Most pilots look to flight instructors as experts. The manner in which instructors teach and the examples they set impact the safety culture of aviation. The Code of Conduct helps instructors serve as role models for the entire aviation community.
- d. The Code of Conduct presents principles and recommended practices in the following seven sections:
  - 1) General responsibilities of instructors
  - 2) Students, passengers, and people on the surface
  - 3) Training and proficiency
  - 4) Security
  - 5) Environmental issues
  - 6) Use of technology
  - 7) Advancement and promotion of aviation instruction.
- e. The [FIMCC](#) can be accessed at [SecureAv online](#).

## 10.5 INSTRUCTOR RESPONSIBILITIES

### 1. Student Pilot Supervision

- a. The evaluation of a student's demonstrated ability during flight instruction must be based on established standards of performance that are suitably modified to apply to that student's experience level and stage of development as a pilot.
  - 1) In evaluating student demonstrations of piloting ability, it is important to keep the student informed of his or her progress.
    - a) This may be done as each procedure/maneuver is completed or summarized during post-flight critiques.
- b. Flight instructors have a moral and ethical obligation to provide guidance and restraint with respect to the solo operations of their students.
  - 1) Before receiving an instructor endorsement for solo flight, the student should be
    - a) Required to demonstrate the consistent ability to perform all of the fundamental maneuvers
    - b) Capable of handling ordinary problems that might occur, such as traffic pattern congestion, a change in the active runway, or unexpected crosswinds
  - 2) In the case of an observed unsatisfactory performance during a student's solo operations, it is the instructor's responsibility to try to correct the problem.
    - a) It is important to take the qualities of the individual into account when deciding the best way to correct a student's mistake.

### 2. Answering Student Questions

- a. When answering student questions, an instructor should ensure (s)he clearly understands the question before attempting to answer.
  - 1) Instructors should always display interest in student questions and give as direct and accurate an answer as possible.
  - 2) If a student's question is too advanced for the particular lesson (such that confusion may result from a complete answer), an instructor may
    - a) Carefully explain that the question was good and pertinent;
    - b) Explain that to answer the question in full would unnecessarily complicate the learning task at hand; and
    - c) Advise the student to reintroduce the question later at the appropriate point in training or, in the case of a classroom setting, meet outside class for a more complete discussion.