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| Instructor rating – basic instrument flight training |
| Gap training for flight instructors |
|  |
| **Civil Aviation Safety Authority** |
| **D16/355697**  **21/09/2016** |

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# Background

Subpart 61.T contains the regulations for pilot instructors. It includes the privileges and limitations of the flight instructor rating and simulator instructor rating and the instructor training endorsements.

The privileges of the grade 3, grade 2 and grade 1 training endorsements do not include conducting basic instrument flight training (BIFT). Prior to the commencement of Part 61 on 1 September 2014, BIFT was incorporated into the grade 1, 2 and 3 (aeroplane) instructor ratings. However, helicopter flight instructors could conduct BIFT if they had completed a specific course of BIFT instruction.

For Part 61, BIFT privileges are included in the night visual flight rules (VFR) rating and instrument rating training endorsements. Aeroplane flight instructors who transitioned their instructor ratings into Part 61 were granted the Part 61 night VFR or instrument ratings training endorsement. Helicopter flight were granted the Part 61 training endorsements if they provided evidence of having completed the BIFT and night VFR training mentioned in CAO 40.3.7.

In the future, the grade 3 aeroplane training endorsement will include BIFT as a mandatory component of training. It would be optional for the helicopter endorsement

## Exemption

CASA made an exemption on 16 September 2016 – CASA EX143/16 that authorises the holder of a grade 3, grade 2 or grade 1 training endorsement mentioned above to conduct BIFT if they successfully complete an approved course of BIFT gap training with a Part 141 or Part 142 training organisation.

## Overview of BIFT gap training course

This document outlines a sample course for BIFT gap training. The sample training course provides guidance to the operator and the flight instructor conducting the BIFT gap training. The training course covers the requisite knowledge, skills and behaviours associated with BIFT. The training can only be conducted by the holder of a grade 1 training endorsement for the relevant aircraft category who is authorised to conduct BIFT and is also authorised by the Part 141 or 142 Head of Operations to conduct the training.

There is no flight test required at the conclusion of the training. The instructor who conducts the training will assess the trainee’s knowledge, skills and behaviours conducting ground and in-flight BIFT against the relevant standards in the Part 61 Manual of Standards (MOS). When the trainee achieves the standards the instructor will provide the trainee with an appropriate course completion certificate. The certificate verifies that the trainee has undertaken and completed the training and is now authorised, under the supervision of their Part 141 or 142 operator to conduct BIFT.

The training course comprises six sessions which cover a:

* demonstration by the instructor of a long brief on basic instrument flight
* read back by the trainee instructor of a long brief on basic instrument flight
* demonstration by the instructor of a pre-flight brief on basic instrument flight
* read back by the trainee instructor of a pre-flight brief on basic instrument flight
* demonstration and give back of an in-flight lesson on basic instrument flight
* give back of an in-flight lesson on basic instrument flight

The lesson plans and student records are based on the proposed revised grade 3 training endorsement unit (FIR-TE3) – to be published in a new Subpart 61.T advisory circular.

The details below are provided as guidance and relate to the sample course:

Particular attention is needed to address the safety demands associated with conducting BIFT. The trainee instructor is required to be competent to conduct the training and simultaneously managing the flight, possibly in a busy flight training area, with the focus of the training being on instrument versus visual flying. The trainee instructor will initially tend to focus his or her attention on the student and the instrument panel to the detriment of maintaining an effective lookout, as well as avoiding traffic and airspace conflicts. This aspect is moderated by the level of experience the trainee has in conducting flight training. A new instructor will find this aspect more challenging.

Prior to the long brief training session, the instructor should review the relevant units from Part 61 MOS - units IFF, IFL.

### Long brief: 1.0 hour

1. Before demonstrating a long brief, the instructor should take time to explain the context of the lesson to the trainee instructor. Discuss the actual lesson plan for the long brief, where it fits into the RPL/PPL/CPL syllabus and any training aids that will be used.
2. The instructor demonstration of the long brief must include the performance criteria and applicable underpinning knowledge from relevant units. Encourage the trainee instructor to take notes but also participate as the student pilot would do.
3. On completion of the demonstration, summarise the stages of the lesson and allow for questions from the trainee instructor.
4. The trainee read back should be conducted after they have had the opportunity to prepare and practice. The instructor should role play a student pilot during the read back.
5. On completion of the read back, the instructor must debrief the trainee instructor on their performance against the performance criteria.
6. The suggested long brief duration refers only to the actual long brief duration. Additional time should be allowed for discussion.
7. Where the trainee has not achieved the required standard, the performance criteria identified as below standard must be noted and the trainee instructor provided with an opportunity to review and then demonstrate the long brief again. A new lesson record for BIFT-1 should be used for any subsequent demonstrations.

### Pre-Flight briefs: 20 minutes

1. Before demonstrating a pre-flight brief, the instructor should take the time to explain the context of the lesson to the trainee instructor. Discuss the actual content of the pre-flight brief, and any training aids that will be used.
2. On completion of the demonstration, summarise the structure and delivery method of the pre-flight brief and encourage questions from the trainee instructor.
3. The trainee read back should be conducted once they have had the opportunity to prepare. The instructor should role play a student pilot during the read back. The read back should be followed by a debrief from the instructor against the performance criteria.
4. The suggested pre-flight brief duration refers only to the actual pre-flight brief duration. Additional time should be allowed for discussion.
5. The pre-flight brief should introduce reference to elements and performance criteria from units C1 through C5, as appropriate to the stage of training/lesson and NTS1 And NTS2 as per operator syllabus.
6. Where the trainee has not achieved the required standard, the performance criteria identified as below standard must be noted and the trainee instructor provided with an opportunity to review and then demonstrate the pre-flight brief again. A new lesson record for BIFT-2 should be used for any subsequent demonstrations.

### In-flight lessons: 1.0 hour

1. Before demonstrating an in-flight lesson, the instructor should explain the sequence of the training elements and provide insight into appropriate delivery techniques.
2. In the first in-flight lesson, the in-flight demonstration should be broken into logical elements with each demonstration followed by a giveback by the trainee.
3. On completion of an in-flight lesson, the instructor should debrief the trainee instructor against the performance criteria – taking into account this would be the first time the trainee has delivered a lesson on basic instrument flight.
4. NTS1 and NTS2 are described at element level as the trainee instructor should be proficient in these skills as an instructor and be able to demonstrate in each flight lesson to competency standard 1.
5. Where the trainee has not achieved the required standard, the performance criteria identified as below standard must be noted and the trainee instructor provided additional opportunity to review and then demonstrate the in-flight again. A new lesson record for BIFT-3 or BIFT4 (as applicable) should be used for any subsequent demonstrations.

### Assessment

1. The assessment of the trainee’s knowledge and competency will be undertaken at the conclusion of each training activity.
2. The assessment standards are as stated in the sample training course.

# Guidance for all training courses

This training course covers the relevant aeronautical knowledge, practical flight skills and underpinning knowledge units and elements that are prescribed in the Part 61 MOS.

Each training course should be tailored to the needs of the trainee, taking into account the trainee’s entry level competencies and knowledge and any previous training.

Appropriate recognition of prior learning and current skills should be applied to the content of the training and documented accurately in the training records.

The training course has the following components:

### Flight training and theory examination summary

The summary table lists each training session with a reference, its description and the allocated time. As well, it lists the aeronautical knowledge examination(s) that are required according to Schedule 4 of the Part 61 MOS. In this case, there is no examination required.

The summary table includes sufficient flight training to meet the requirements that would otherwise be required for the grant of the rating and endorsement in accordance with Part 61. It is a template and can be adjusted according to the entry level of the applicant and the training he or she needs to undertake to satisfy the prescribed competency standards in Schedule 2 of the Part 61 MOS.

### Planning matrix

The planning matrix sets out the order in which the units and elements of training are presented as well as the anticipated performance standards for each lesson. It is a model plan and can be adjusted according to the needs of the trainee at the time the training is being conducted.

### Achievement record

The achievement record is a record of the trainee achieving the practical flight standards prescribed for the rating and endorsement. The record should be progressively completed when the trainee has satisfactorily demonstrated competency for the unit and element on at least two occasions.

Trainees must achieve competency at performance standard 1 in each element of each unit in this achievement record. The performance criteria for the elements are prescribed in Schedule 2 of the Part 61 MOS.

The trainee may demonstrate competency using a combination of training course assessments and assessments of current competency achieved through prior training and operational experience.

The instructor conducting the training and assessments must certify that competency has been achieved by entering the details in achievement record entering their ARN, signature and the date when the applicant achieved the required competency performance standard

### Syllabus lesson plans

A lesson plan is provided for each lesson listed in the planning matrix.

Each lesson plan includes details on the aeronautical knowledge topics and the relevant underpinning knowledge topics that should be covered.

The lesson plans include a breakdown of the estimated time required for the long briefing and pre-flight briefing, where applicable.

The resources described in the lesson plan can be modified with suitable equivalent resources.

The underpinning knowledge topics are taken from the relevant sections of the units of competency.

The practical flight training section details the units and elements covered by the lesson that are prescribed in Schedule 2 of the Part 61 MOS. The relevant units are FIR1, 2 and 3. However, these have been modified to a new draft unit FIR-TE3 which is attached at the end of this document. The underpinning knowledge topics are also taken from this draft unit. Reference is also made to units C1 to C5, IFF and IFL in Schedule 2 of the Part 61 MOS.

### Training records

A training record is provided for each flight training lesson listed in the planning matrix and aligns with the associated syllabus lesson plan. Space is provided for free text comments.

### Course completion certificate

A sample course completion certificate is included in this document – see page 27.

# Flight training and theory examination summary

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Training session number** | **Training session description** | **Ground** | **Dual** | **Total**  **IF** | **Total flight time** |
| FIR-BIFT-1 | Basic Instrument Flight – Long Brief | 4.0 |  |  | 0.0 |
| FIR-BIFT-2 | Basic Instrument Flight – Pre-flight Brief | 2.0 |  |  | 0.0 |
| FIR-BIFT-3 | Basic Instrument Flight – Flight Training 1 | 0.0 | 1.0 |  | 1.0 |
| FIR-BIFT-4 | Basic Instrument Flight – Flight Training 2 | 0.0 | 1.0 |  | 2.0 |
| ***Aeronautical Knowledge examination*** | | | | | |
|  | Not applicable |  |  |  |  |
| ***Flight test – not applicable*** | | **0.0** |  |  | **2.0** |

# Planning Matrix

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Legend**  D = Demonstration  Di = Direct  R = Revision  M = Monitor  S = Solo  A = Assessment  T = Flight Test (independent assessment)  **Performance Standards**  **3 =** has received training in the element, however is not able to consistently demonstrate competency to the standard required for qualification issue.  **2 =** is able to achieve competency to the standard required for qualification issue on the majority of occasions.  **1 =** has achieveds competency to the standard required for qualification issue. | | Gap training for BIFT | | | |
| 1 | 2 | 3 | 4 |
| FIR-BIFT 1 – Long briefing | FIR-BIFT 2 – Pre-flight briefing | FIR-BIFT 3 – Flight training – 1 | FIR-BIFT 4 – Flight training – 2 |
|  | Dual day | 0 | 0 | 1.0 | 1.0 |
|  | Ground | 4 | 2 | 1 | 1 |
|  | Exams | Nil |  |  |  |
| **Units and Elements** | |  |  |  |  |
| **FIR-TE3** | **Grade 3 training endorsement** |  |  |  |  |
| FIR-TE3.2 | Demonstrate understanding of principles and methods of instruction | 1 | 1 | 1 | 1 |
| FIR-TE3.3 | Demonstrate competencies of a grade 3 training endorsement | 1 |  | 1 | 1 |
| FIR-TE3.4 | Conduct aeronautical knowledge training | 1 |  |  | 1 |
| FIR-TE3.5 | Develop briefings and plan flight training |  | 1 | 1 | 1 |
| FIR-TE3.6 | Conduct pre-flight briefing |  | 2 | 1 | 1 |
| FIR-TE3.7 | Conduct flight training |  |  | 2 | 1 |
| FIR-TE3.8 | Conduct post-flight briefing |  |  | 1 | 1 |
| FIR-TE3.9 | Conduct post-training administration |  |  | 1 | 1 |

.

# Achievement record — BIFT gap training course

|  |  |
| --- | --- |
| **Trainee’s name** |  |
| **Trainee’s ARN** |  |
| **Date commenced training** |  |
| **Date of assessment of prior learning and current competency (if applicable)** |  |

|  |  |  |
| --- | --- | --- |
| **Aeronautical Knowledge Examination pass** | Date: | Not applicable |
| **Knowledge Deficiency Report assessment** | Date: | Not applicable |

### Unit FIR-TE3

| **ELEMENT** | **Date** | **Instructor’s ARN** | **Instructor’s signature** |
| --- | --- | --- | --- |
| FIR-TE3.2 Demonstrate understand of principles and methods of instruction |  |  |  |
| FIR-TE3.3 Demonstrate competencies of a grade 3 training endorsement |  |  |  |
| FIR-TE3.4 Conduct aeronautical knowledge training |  |  |  |
| FIR-TE3.5 Develop briefings and plan flight training |  |  |  |
| FIR-TE3.6 Conduct pre-flight briefing |  |  |  |
| FIR-TE3.7 Conduct flight training |  |  |  |
| FIR-TE3.8 Conduct post flight briefing |  |  |  |
| FIR-TE3.9 Conduct post training administration |  |  |  |

### Trainee’s confirmation

|  |  |
| --- | --- |
| I have received the training specified in the elements, which have been certified on this competency achievement record. | |
| Trainee’s signature | Date: \_\_\_\_/\_\_\_\_/201\_\_ |

# Syllabus lesson plans and training record

## Syllabus Lesson Plan – FIR-BIFT 1: Long Brief

|  |  |  |  |
| --- | --- | --- | --- |
| Trainee’s name: |  | Trainee’s ARN: |  |
| Instructor’s name |  | Instructor’s ARN |  |
| Demonstration date |  | Trainee read back Date: |  |

|  |  |  |
| --- | --- | --- |
| Performance Standard | | |
| **3** | **2** | **1** |
| Has received training in the element, however is not able to consistently demonstrate competency to the standard required for qualification issue | Is able to achieve competency to the standard required for qualification issue on the majority of occasions. | Has achieved competency to the standard required for qualification issue |
| **Lesson Overview**   * Demonstration of long brief for **Basic Instrument Flight** incorporating **IFF and IFL** operations * Read back of long brief for **Basic Instrument Flight** incorporating **IFF and IFL** operations * The blueprint for this long brief is the operator’s approved lesson (long brief) from their RPL syllabus * Lesson objectives and underpinning knowledge to be demonstrated as applicable during long briefing | | |
| **Training Notes**   1. The technical knowledge relating to operating of instruments can be complex and a trainee instructor’s first delivery may not be to standard 1 on first attempt 2. The long briefing should address  * Instrument power sources * Instrument checks & serviceability * Control and performance instruments – monitoring performance on full and limited panel * Instrument lag * Sensory illusions * Scan technique – full panel and limited panel * Dangers associated with attempting VFR flight into deteriorating weather * Importance of proper pre-flight preparation and planning to avoid inadvertent entry into IMC * Actions upon inadvertent entry into IMC * Compass turning and acceleration errors * Warning indicators and erroneous instrument indications   Unusual attitudes – instrument indications, recovery techniques (both full and limited panel) | | |

| MOS Reference | Lesson Content *(Elements & Performance Criteria)* | Performance  Standard | |
| --- | --- | --- | --- |
| Required | Achieved |
| **FIR-TE3.2** | **Demonstrate understanding of principles and methods of instruction** |  |  |
| * + - 1. **)** | applies knowledge and application of element 3, principles and methods of instruction, described in unit FIRC (instructor rating common) in schedule 3 of Part 61 MOS. | 1 |  |
| **FIR-TE3.3** | **Demonstrate Competencies of a grade 3 training endorsement** |  |  |
|  | **applies good knowledge of the aeronautical knowledge units of competency for the RPL, PPL and CPL to the standard required for the issue of a CPL;** | 1 |  |
|  | **Perform consistent management of lessons safely, efficiently and confidently;** | 1 |  |
| **FIR-TE3.4** | **Conduct aeronautical knowledge training** |  |  |
|  | Conducts aeronautical knowledge training demonstrating relevant performance criteria described in elements FIR4.1 and FIR4.2 of unit FIR4 (conduct aeronautical knowledge training and flight training) |  |  |
|  | **FIR4.1 Plan training** |  |  |
|  | 1. confirms trainee readiness for proposed training through review of training records to confirm their competency status | 1 |  |
|  | 1. identify training objectives based on performance criteria in the manual of standards and operator’s training plans; | 1 |  |
|  | 1. identify underpinning knowledge for the units and elements relevant to the lesson and confirm trainee understanding | 1 |  |
|  | 1. select appropriate training methods to facilitate training objectives and knowledge transfer | 1 |  |
|  | 1. apply threat and error management into each ground lesson; | 1 |  |
|  | 1. select appropriate training resources and confirm availability and serviceability of required facilities, equipment, training aids, reference material and the airworthiness of the training aircraft or device. | 1 |  |
|  | **FIR4.2 Conduct aeronautical knowledge training** |  |  |
|  | 1. establish a learning environment and motivation that suits the trainee's needs | 1 |  |
|  | 1. clearly state the training objectives | 1 |  |
|  | 1. conduct the lesson following or modifying the lesson plan to achieve training objectives and transfer of knowledge | 1 |  |
|  | 1. present and link new knowledge to previous knowledge; | 1 |  |
|  | 1. selected training aids are used to illustrate and enhance explanations | 1 |  |
|  | 1. apply appropriate instructional techniques; instruction is to the point using clear and deliberate speech; | 1 |  |
|  | 1. deliver technical knowledge accurately and clearly to the required standard; | 2 |  |
|  | 1. provide opportunities for trainee participation and practice; | 1 |  |
|  | 1. threat and error management issues are discussed and application understood by the trainee; | 1 |  |
|  | 1. confirmation of training objectives is confirmed by questioning, review and other suitable methods | 1 |  |
|  | 1. feedback on trainee performance is provided; | 1 |  |
|  | 1. develop trainee self-assessment skills; | 1 |  |
|  | 1. training objectives are completed in the time available; | 1 |  |
|  | 1. training is conducted effectively safely. | 1 |  |
| **FIR-TE3.5** | **Develop Briefings and Plan flight training** |  |  |
|  | a training plan is prepared that identifies each ground briefing and flight exercise required to achieve the standards for the issue of an RPL, PPL and CPL (including training required for the issue of an endorsement on an RPL). The following units and elements are to be addressed: |  |  |
|  | **for aeroplanes** |  |  |
|  | Elements in the following units to be addressed in relevant briefings/flight exercises as applicable |  |  |
|  | * 1. C1 through C5 | 1 |  |
|  | Ground briefings and flight exercises prepared for |  |  |
|  | * 1. IFF, IFL and A6.6 – instrument flight and recovery form unusual attitudes | 2 |  |

| MOS Ref | Underpinning knowledge |
| --- | --- |
| **FIR-TE3** | **Grade 3 training endorsement** |
|  | 1. Principles and methods of instruction (see unit FIRC); 2. underpinning knowledge included for the applicable units (for RPL, PPL and CPL and aircraft class rating) required for the lesson; |

| COMMENTS AND OUTCOME |
| --- |
|  |

| Instructor’s Signature & Date | Trainee’s Signature & Date |
| --- | --- |
|  |  |

## Syllabus Lesson Plan – FIR-BIFT 2: Pre-flight brief

|  |  |  |  |
| --- | --- | --- | --- |
| Trainee’s name: |  | Trainee’s ARN: |  |
| Instructor’s name |  | Instructor’s ARN |  |
| Demonstration date |  | Trainee read back date: |  |

|  |  |  |
| --- | --- | --- |
| Performance Standard | | |
| **3** | **2** | **1** |
| Has received training in the element, however is not able to consistently demonstrate competency to the standard required for qualification issue | Is able to achieve competency to the standard required for qualification issue on the majority of occasions. | Has achieved competency to the standard required for qualification issue |
| **Lesson Overview**   * Demonstration of a pre-flight brief for **Basic Instrument Flight** incorporating **IFF and IFL operations** * Read back of pre-flight brief for **Basic Instrument Flight** incorporating **IFF and IFL operations** * The blueprint for the pre-flight brief is the operator’s approved lesson from their RPL/PPL/CPL syllabus * Lesson objectives and underpinning knowledge to be demonstrated as applicable during read back | | |
| **Training Notes**   1. The pre-flight brief should include review of the basic instrument flight principles covered in the long brief with emphasise on the application of scan techniques, instrument indications and common errors. | | |

| MOS Reference | Lesson Content *(Elements & Performance Criteria)* | Performance  Standard | |
| --- | --- | --- | --- |
| Required | Achieved |
| **FIR-TE3.2** | **Demonstrate understanding of principles and methods of instruction** |  |  |
| * + - 1. **)** | applies knowledge and application of element 3, principles and methods of instruction, described in unit FIRC (instructor rating common) in schedule 3 of Part 61 MOS. | 1 |  |
| **FIR-TE3.3** | **Demonstrate competencies of a grade 3 training endorsement** |  |  |
|  | **applies good knowledge of the aeronautical knowledge units of competency for the RPL, PPL and CPL to the standard required for the issue of a CPL;** | 1 |  |
|  | **Perform consistent management of lessons safely, efficiently and confidently;** | 1 |  |
| **FIR-TE3.5** | **Develop Briefings and Plan flight training** |  |  |
|  | a training plan is prepared that identifies each ground briefing and flight exercise required to achieve the standards for the issue of an RPL, PPL and CPL (including training required for the issue of an endorsement on an RPL). The following units and elements are to be addressed: |  |  |
|  | for aeroplanes |  |  |
|  | Elements in the following units to be addressed in relevant briefings/flight exercises as applicable |  |  |
|  | 1. C1 through C5 | 1 |  |
|  | Ground briefings and flight exercises prepared for |  |  |
|  | * 1. IFF, IFL and A6.6 – Instrument flight and recovery from unusual attitudes | 2 |  |
|  | identify potential threats and errors normally associated with the planned flight training and develop suitable mitigating actions for each flight exercise | 1 |  |
| **FIR-TE3.6** | **Conduct pre-flight briefing** |  |  |
|  | conduct pre-flight briefings for each flight exercise in the training plan including application of standard operating procedures, demonstrating relevant performance criteria described in element FIR4.1 and FIR4.3 of unit FIR4 (conduct aeronautical knowledge training and flight training). |  |  |
|  | **FIR4.1 Plan training** |  |  |
|  | 1. confirms trainee readiness for proposed training through review of training records to confirm their competency status | 1 |  |
|  | 1. identify training objectives based on performance criteria in the manual of standards and operator’s training plans; | 1 |  |
|  | 1. identify underpinning knowledge for the units and elements relevant to the lesson and confirm trainee understanding | 1 |  |
|  | 1. select appropriate training methods to facilitate training objectives and knowledge transfer | 1 |  |
|  | 1. apply threat and error management into each ground lesson; | 1 |  |
|  | 1. identify potential threats and errors in a flight lesson, including those associated with simulation of abnormal or emergency procedures or aircraft mishandling by trainee, and considers suitable mitigators; | 1 |  |
|  | 1. select appropriate training resources and confirm availability and serviceability of required facilities, equipment, training aids, reference material and the airworthiness of the training aircraft or device. | 1 |  |
|  | **FIR4.3 Conduct pre-flight briefing** | 1 |  |
|  | 1. confirm trainee is mentally and physically prepared for flight training; | 1 |  |
|  | 1. brief trainee on the training outcomes, the associated performance criteria and the actions required of the trainee during the flight | 1 |  |
|  | 1. link previous training to the current exercise | 1 |  |
|  | 1. brief the trainee on how the flight will be conducted to meet the training outcomes | 1 |  |
|  | 1. confirm the trainee's ability to recall the training outcomes, underpinning knowledge, handling technique and planned flight scenario | 1 |  |
|  | 1. discuss the environmental conditions and suitability for the training exercise; | 1 |  |
|  | 1. discuss threat and error management issues applicable to the proposed flight and confirm the trainee understands her or his responsibility for managing those issues (airmanship). | 1 |  |

| MOS Ref | Underpinning knowledge |
| --- | --- |
| **FIR-TE3** | **Grade 3 training endorsement** |
|  | * + - 1. principles and methods of instruction (see unit FIRC);       2. underpinning knowledge included for the applicable units (for RPL, PPL and CPL and aircraft class rating) required for the lesson; |

| COMMENTS AND OUTCOME |
| --- |
|  |

| Instructor’s Signature & Date | Trainee’s Signature & Date |
| --- | --- |
|  |  |

## Syllabus Lesson Plan – FIR-BIFT 3: Pre-flight brief and Flight Training

|  |  |  |  |
| --- | --- | --- | --- |
| Trainee’s Name: |  | Trainee’s ARN: |  |
| Instructor’s Name |  | Instructor’s ARN |  |
| Demonstration date |  | Trainee Read back Date: |  |

|  |  |  |
| --- | --- | --- |
| Performance Standard | | |
| **3** | **2** | **1** |
| Has received training in the element, however is not able to consistently demonstrate competency to the standard required for qualification issue | Is able to achieve competency to the standard required for qualification issue on the majority of occasions. | Has achieved competency to the standard required for qualification issue |
| **Lesson Overview**   * Read back of pre-flight brief for **Basic Instrument Flight** * Demonstration of in-flight lesson for **Basic Instrument Flight** (reference unit IFF and IFL) * Give back of in-flight lesson for **Basic Instrument Flight** * Demonstration by trainee of a high level of safe flying skills and techniques * The blueprint for the pre-flight brief and in-flight lesson is the operator’s approved lesson from their RPL/PPL/CPL syllabus * Lesson objectives and underpinning knowledge to be demonstrated as applicable during giveback | | |
| **Training Notes**   1. The pre-flight brief and in-flight sequence should include appropriate training/review in items from units C1 through C5 as prescribed in the operator approved syllabus. 2. The standard assigned is 2 as this can be a difficult lesson to teach correctly on the first attempt. | | |

| MOS Reference | Lesson Content *(Elements & Performance Criteria)* | Performance  Standard | |
| --- | --- | --- | --- |
| Required | Achieved |
| **FIR-TE3.2** | **Demonstrate understanding of principles and methods of instruction** |  |  |
| * + - 1. **)** | applies knowledge and application of element 3, principles and methods of instruction, described in unit FIRC (instructor rating common) in schedule 3 of Part 61 MOS | 1 |  |
| **FIR-TE3.3** | **Demonstrate competencies of a grade 3 training endorsement** |  |  |
|  | **applies good knowledge of the aeronautical knowledge units of competency for the RPL, PPL and CPL to the standard required for the issue of a CPL;** | 1 |  |
|  | **perform proficient aircraft handling skills from the instructor control seat;** | 1 |  |
|  | **performs consistent management of lessons safely, efficiently and confidently;** | 1 |  |
|  | **ability to manage the average trainee, coordinate accurate demonstration and key words, identify trainee weaknesses, suggest simple remedial actions with the provision of basic guidance using the demonstrate, direct and monitor process.** | 1 |  |
| **FIR-TE3.5** | **Develop Briefings and Plan flight training** |  |  |
|  | a training plan is prepared that identifies each ground briefing and flight exercise required to achieve the standards for the issue of an RPL, PPL and CPL (including training required for the issue of an endorsement on an RPL). The following units and elements are to be addressed: | 1 |  |
|  | for aeroplanes |  |  |
|  | Elements in the following units to be addressed in relevant briefings/flight exercises as applicable |  |  |
|  | 1. NTS1 and NTS2 | 1 |  |
|  | 1. C1 through C5 | 1 |  |
|  | Ground briefings and flight exercises prepared for |  |  |
|  | * 1. IFF, IFL and A6.6 – Instrument flight and recovery from unusual attitudes | 2 |  |
|  | Identify potential threats and errors normally associated with the planned flight training and develop suitable mitigating actions for each flight exercise | 1 |  |
| **FIR-TE3.6** | **Conduct pre-flight briefing** |  |  |
|  | conduct pre-flight briefings for each flight exercise in the training plan including application of standard operating procedures, demonstrating relevant performance criteria described in element FIR4.1 and FIR4.3 of unit FIR4 (conduct aeronautical knowledge training and flight training). |  |  |
|  | **FIR4.1 Plan training** |  |  |
|  | 1. confirms trainee readiness for proposed training through review of training records to confirm their competency status; | 1 |  |
|  | 1. identify training objectives based on performance criteria in the manual of standards and operator’s training plans; | 1 |  |
|  | 1. identify underpinning knowledge for the units and elements relevant to the lesson and confirm trainee understanding ; | 1 |  |
|  | 1. select appropriate training methods to facilitate training objectives and knowledge transfer; | 1 |  |
|  | 1. apply threat and error management into each ground lesson; | 1 |  |
|  | 1. identify potential threats and errors in a flight lesson, including those associated with simulation of abnormal or emergency procedures or aircraft mishandling by trainee, and considers suitable mitigators; | 1 |  |
|  | 1. select appropriate training resources and confirm availability and serviceability of required facilities, equipment, training aids, reference material and the airworthiness of the training aircraft or device. | 1 |  |
|  | **FIR4.3 Conduct pre-flight briefing** |  |  |
|  | 1. confirm trainee is mentally and physically prepared for flight training; | 1 |  |
|  | 1. brief trainee on the training outcomes, the associated performance criteria and the actions required of the trainee during the flight; | 1 |  |
|  | 1. link previous training to the current exercise; | 1 |  |
|  | 1. brief the trainee on how the flight will be conducted to meet the training outcomes; | 1 |  |
|  | 1. confirm the trainee's ability to recall the training outcomes, underpinning knowledge, handling technique and planned flight scenario; | 1 |  |
|  | 1. discuss the environmental conditions and suitability for the training exercise; | 1 |  |
|  | 1. discuss threat and error management issues applicable to the proposed flight and confirm the trainee understands her or his responsibility for managing those issues (airmanship). | 1 |  |
| **FIR-TE3.7** | **Conduct flight training** |  |  |
|  | Conducts flight training in accordance with the training plan all demonstrating skills and behaviours described in element FIR4.4 of unit FIR4 (Conduct of aeronautical knowledge training and flight training); |  |  |
|  | **FIR4.4 Conduct airborne training** |  |  |
|  | 1. manages responsibilities as pilot in command for the safe operation of the aircraft; | 1 |  |
|  | 1. applies flying techniques and procedures to the competency standards specified for the qualification being trained for whilst occupying the instructor seat; | 1 |  |
|  | 1. Demonstrate the task: |  |  |
|  | * 1. introduce tasks in manageable portions without trainee overload; | 1 |  |
|  | * 1. make clear, concise and systematic explanations; | 1 |  |
|  | * 1. coordinate demonstration with explanation of manoeuvre; | 1 |  |
|  | * 1. make coordinated control inputs without abrupt manoeuvring, using accepted techniques; | 1 |  |
|  | * 1. demonstrate the manoeuvre to the competency standards specified in this manual for a commercial pilot; | 1 |  |
|  | 1. Directs the task: |  |  |
|  | * 1. implements handover and takeover procedures for control of aircraft; | 1 |  |
|  | * 1. provides direction appropriate to trainee's progress; | 1 |  |
|  | * 1. provides instructions in a clear, concise and timely manner; | 1 |  |
|  | * 1. provides sufficient practice for the trainee to achieve the task; | 1 |  |
|  | * 1. intervenes only to the extent necessary to assist the trainee's progress or to maintain safety; | 1 |  |
|  | 1. Monitors the task (unassisted practice): |  |  |
|  | * 1. identify the trainee's deficiencies and provide feedback to assist the trainee in achieving the standard; | 1 |  |
|  | * 1. provides and varies additional instruction and demonstration as necessary to assist trainee; | 1 |  |
|  | * 1. remedial training is effective such that errors are corrected; | 1 |  |
|  | * 1. encourage the trainee to develop self-assessment skills; | 1 |  |
|  | * 1. note training events for debriefing and assessment; | 1 |  |
|  | 1. Intervene to recover the aircraft if the trainee does not manage an undesired aircraft state; | 1 |  |
|  | 1. Develop the trainee’s responsibility through the application of human factors principles for threat and error management. | 1 |  |
|  | assess a trainee’s ability to consistently perform manoeuvres based on the published standards prior to authorising solo flight (other than first solo in the category); | 1 |  |
|  | Maintains situational awareness during all phases of the flight demonstrating the performance criteria specified in unit NTS1; |  |  |
|  | NTS1.1 Maintain effective lookout | 1 |  |
|  | NTS1.2 Maintain situational awareness | 1 |  |
|  | NTS1.3 Assess situations and make decisions | 1 |  |
|  | NTS1.4 Set priorities and manage tasks | 1 |  |
|  | NTS1.5 Maintain effective communications and interpersonal relationships | 1 |  |
|  | Manages threats and errors during all phases of flight demonstrating the performance criteria specified in unit NTS2. |  |  |
|  | NTS2.1 Recognise and manage threats | 1 |  |
|  | NTS2.2 Recognise and manage errors | 1 |  |
|  | NTS2.3 Recognise and manage undesired aircraft state | 1 |  |
| **FIR-TE3.8** | **Conduct post-flight briefing** |  |  |
|  | Conduct post-flight briefing demonstrating all performance criteria described in element FIR4.5 of unit FIR4 (conduct aeronautical knowledge training and flight training) for the RPL, PPL or CPL elements addressed in the training session. |  |  |
|  | **FIR4.5 Conduct post-flight briefing** |  |  |
|  | 1. Encourage the trainee to self-assess performance against the performance criteria; | 1 |  |
|  | 1. describe, clearly and accurately, significant details of the trainee's performance and assess the trainee's achievement against the training outcomes for the lessons and associated performance criteria; | 1 |  |
|  | 1. identify any deficiencies in performance and suggest remedial actions and training; | 1 |  |
|  | 1. discuss threat and error management issues encountered during the flight; | 1 |  |
|  | 1. brief the trainee on the details of the next training exercise; | 1 |  |
| **FIR-TE3.9** | **Conduct post-training administration** |  |  |
|  | Complete post-training administration demonstrating performance criteria in element FIR4.6 of unit FIR4 (conduct aeronautical knowledge training and flight training); |  |  |
|  | **FIR4.6 Complete post-training administration** |  |  |
|  | 1. record achievement, or otherwise,, of competency, any remedial training required and identify content of the next training exercise; | 1 |  |
|  | 1. inform relevant staff of trainee’s performance and results where required; | 1 |  |
|  | 1. review effectiveness of training and identify any adjustments to delivery, presentation and content for improvement and discuss with appropriate stakeholders | 1 |  |

| MOS Ref | Underpinning knowledge |
| --- | --- |
| **FIR-TE3** | **Grade 3 training endorsement** |
|  | * + - 1. principles of instruction (see unit FIRC);       2. underpinning knowledge included for the applicable unit required for RPL, PPL and CPL and aircraft class rating;       3. relevant sections of Civil Aviation legislation relating to VFR flight;       4. common risks that exist when conducting VFR operations; |

| COMMENTS AND OUTCOME |
| --- |
|  |

| Instructor’s Signature & Date | Trainee’s Signature & Date |
| --- | --- |
|  |  |

## Syllabus Lesson Plan – FIR-BIFT 4: Pre-flight brief and Flight Training

|  |  |  |  |
| --- | --- | --- | --- |
| Trainee’s name: |  | Trainee’s ARN: |  |
| Instructor’s name |  | Instructor’s ARN |  |
| Demonstration date |  | Trainee read back date: |  |

|  |  |  |
| --- | --- | --- |
| Performance Standard | | |
| **3** | **2** | **1** |
| Has received training in the element, however is not able to consistently demonstrate competency to the standard required for qualification issue | Is able to achieve competency to the standard required for qualification issue on the majority of occasions. | Has achieved competency to the standard required for qualification issue |
| **Lesson Overview**   * Read back of pre-flight brief for **Basic Instrument Flight** * Give back of in-flight lesson for **Basic Instrument Flight** (reference units IFF and IFL) * Demonstration by trainee of a high level of safe flying skills and techniques * The blueprint for the pre-flight brief and in-flight lesson is the operator’s approved lesson from their RPL/PPL/CPL syllabus * Lesson objectives and underpinning knowledge to be demonstrated as applicable during giveback | | |
| **Training Notes**   1. The pre-flight brief and in-flight sequence should include appropriate training/review in items from units C1 through C5 as Prescribed in the operator’s approved syllabus. | | |

| MOS Reference | Lesson Content *(Elements & Performance Criteria)* | Performance  Standard | |
| --- | --- | --- | --- |
| Required | Achieved |
| **FIR-TE3.2** | **Demonstrate understanding of principles and methods of instruction** |  |  |
| * + - 1. **)** | applies knowledge and application of element 3, principles and methods of instruction, described in unit FIRC (instructor rating common) in schedule 3 of Part 61 MOS | 1 |  |
| **FIR-TE3.3** | **Demonstrate competencies of a grade 3 training endorsement** |  |  |
|  | **applies good knowledge of the aeronautical knowledge units of competency for the RPL, PPL and CPL to the standard required for the issue of a CPL;** | 1 |  |
|  | **perform proficient aircraft handling skills from the instructor control seat;** | 1 |  |
|  | **performs consistent management of lessons safely, efficiently and confidently;** | 1 |  |
|  | **ability to manage the average trainee, coordinate accurate demonstration and key words, identify trainee weaknesses, suggest simple remedial actions with the provision of basic guidance using the demonstrate, direct and monitor process.** | 1 |  |
| **FIR-TE3.5** | **Develop Briefings and Plan flight training** |  |  |
|  | a training plan is prepared that identifies each ground briefing and flight exercise required to achieve the standards for the issue of an RPL, PPL and CPL (including training required for the issue of an endorsement on an RPL). The following units and elements are to be addressed: | 1 |  |
|  | for aeroplanes |  |  |
|  | Elements in the following units to be addressed in relevant briefings/flight exercises as applicable |  |  |
|  | 1. NTS1 and NTS2 | 1 |  |
|  | 1. C1 through C5 | 1 |  |
|  | Ground briefings and flight exercises prepared for |  |  |
|  | * 1. IFF, IFL and A6.6 – Instrument flight and recovery from unusual attitudes | 1 |  |
|  | Identify potential threats and errors normally associated with the planned flight training and develop suitable mitigating actions for each flight exercise | 1 |  |
| **FIR-TE3.6** | **Conduct pre-flight briefing** |  |  |
|  | conduct pre-flight briefings for each flight exercise in the training plan including application of standard operating procedures, demonstrating relevant performance criteria described in element FIR4.1 and FIR4.3 of unit FIR4 (conduct aeronautical knowledge training and flight training). |  |  |
|  | **FIR4.1 Plan training** |  |  |
|  | 1. confirms trainee readiness for proposed training through review of training records to confirm their competency status; | 1 |  |
|  | 1. identify training objectives based on performance criteria in the manual of standards and operator’s training plans; | 1 |  |
|  | 1. identify underpinning knowledge for the units and elements relevant to the lesson and confirm trainee understanding ; | 1 |  |
|  | 1. select appropriate training methods to facilitate training objectives and knowledge transfer; | 1 |  |
|  | 1. apply threat and error management into each ground lesson; | 1 |  |
|  | 1. identify potential threats and errors in a flight lesson, including those associated with simulation of abnormal or emergency procedures or aircraft mishandling by trainee, and considers suitable mitigators; | 1 |  |
|  | 1. select appropriate training resources and confirm availability and serviceability of required facilities, equipment, training aids, reference material and the airworthiness of the training aircraft or device. | 1 |  |
|  | **FIR4.3 Conduct pre-flight briefing** |  |  |
|  | 1. confirm trainee is mentally and physically prepared for flight training; | 1 |  |
|  | 1. brief trainee on the training outcomes, the associated performance criteria and the actions required of the trainee during the flight; | 1 |  |
|  | 1. link previous training to the current exercise; | 1 |  |
|  | 1. brief the trainee on how the flight will be conducted to meet the training outcomes; | 1 |  |
|  | 1. confirm the trainee's ability to recall the training outcomes, underpinning knowledge, handling technique and planned flight scenario; | 1 |  |
|  | 1. discuss the environmental conditions and suitability for the training exercise; | 1 |  |
|  | 1. discuss threat and error management issues applicable to the proposed flight and confirm the trainee understands her or his responsibility for managing those issues (airmanship). | 1 |  |
| **FIR-TE3.7** | **Conduct flight training** |  |  |
|  | Conducts flight training in accordance with the training plan all demonstrating skills and behaviours described in element FIR4.4 of unit FIR4 (Conduct of aeronautical knowledge training and flight training); |  |  |
|  | **FIR4.4 Conduct airborne training** |  |  |
|  | 1. manages responsibilities as pilot in command for the safe operation of the aircraft; | 1 |  |
|  | 1. applies flying techniques and procedures to the competency standards specified for the qualification being trained for whilst occupying the instructor seat; | 1 |  |
|  | 1. Demonstrate the task: |  |  |
|  | * 1. introduce tasks in manageable portions without trainee overload; | 1 |  |
|  | * 1. make clear, concise and systematic explanations; | 1 |  |
|  | * 1. coordinate demonstration with explanation of manoeuvre; | 1 |  |
|  | * 1. make coordinated control inputs without abrupt manoeuvring, using accepted techniques; | 1 |  |
|  | * 1. demonstrate the manoeuvre to the competency standards specified in this manual for a commercial pilot; | 1 |  |
|  | 1. Directs the task: |  |  |
|  | * 1. implements handover and takeover procedures for control of aircraft; | 1 |  |
|  | * 1. provides direction appropriate to trainee's progress; | 1 |  |
|  | * 1. provides instructions in a clear, concise and timely manner; | 1 |  |
|  | * 1. provides sufficient practice for the trainee to achieve the task; | 1 |  |
|  | * 1. intervenes only to the extent necessary to assist the trainee's progress or to maintain safety; | 1 |  |
|  | 1. Monitors the task (unassisted practice): |  |  |
|  | * 1. identify the trainee's deficiencies and provide feedback to assist the trainee in achieving the standard; | 1 |  |
|  | * 1. provides and varies additional instruction and demonstration as necessary to assist trainee; | 1 |  |
|  | * 1. remedial training is effective such that errors are corrected; | 1 |  |
|  | * 1. encourage the trainee to develop self-assessment skills; | 1 |  |
|  | * 1. note training events for debriefing and assessment; | 1 |  |
|  | 1. Intervene to recover the aircraft if the trainee does not manage an undesired aircraft state; | 1 |  |
|  | 1. Develop the trainee’s responsibility through the application of human factors principles for threat and error management. | 1 |  |
|  | assess a trainee’s ability to consistently perform manoeuvres based on the published standards prior to authorising solo flight (other than first solo in the category); | 1 |  |
|  | Maintains situational awareness during all phases of the flight demonstrating the performance criteria specified in unit NTS1; |  |  |
|  | NTS1.1 Maintain effective lookout | 1 |  |
|  | NTS1.2 Maintain situational awareness | 1 |  |
|  | NTS1.3 Assess situations and make decisions | 1 |  |
|  | NTS1.4 Set priorities and manage tasks | 1 |  |
|  | NTS1.5 Maintain effective communications and interpersonal relationships | 1 |  |
|  | Manages threats and errors during all phases of flight demonstrating the performance criteria specified in unit NTS2. |  |  |
|  | NTS2.1 Recognise and manage threats | 1 |  |
|  | NTS2.2 Recognise and manage errors | 1 |  |
|  | NTS2.3 Recognise and manage undesired aircraft state | 1 |  |
| **FIR-TE3.8** | **Conduct post-flight briefing** |  |  |
|  | Conduct post-flight briefing demonstrating all performance criteria described in element FIR4.5 of unit FIR4 (conduct aeronautical knowledge training and flight training) for the RPL, PPL or CPL elements addressed in the training session. |  |  |
|  | **FIR4.5 Conduct post-flight briefing** |  |  |
|  | 1. Encourage the trainee to self-assess performance against the performance criteria; | 1 |  |
|  | 1. describe, clearly and accurately, significant details of the trainee's performance and assess the trainee's achievement against the training outcomes for the lessons and associated performance criteria; | 1 |  |
|  | 1. identify any deficiencies in performance and suggest remedial actions and training; | 1 |  |
|  | 1. discuss threat and error management issues encountered during the flight; | 1 |  |
|  | 1. brief the trainee on the details of the next training exercise; | 1 |  |
| **FIR-TE3.9** | **Conduct post-training administration** |  |  |
|  | Complete post-training administration demonstrating performance criteria in element FIR4.6 of unit FIR4 (conduct aeronautical knowledge training and flight training); |  |  |
|  | **FIR4.6 Complete post-training administration** |  |  |
|  | 1. record achievement, or otherwise,, of competency, any remedial training required and identify content of the next training exercise; | 1 |  |
|  | 1. inform relevant staff of trainee’s performance and results where required; | 1 |  |
|  | 1. review effectiveness of training and identify any adjustments to delivery, presentation and content for improvement and discuss with appropriate stakeholders | 1 |  |

| MOS Ref | Underpinning knowledge |
| --- | --- |
| **FIR-TE3** | **Grade 3 training endorsement** |
|  | * + - 1. principles of instruction (see unit FIRC);       2. underpinning knowledge included for the applicable unit required for RPL, PPL and CPL and aircraft class rating;       3. relevant sections of Civil Aviation legislation relating to VFR flight;       4. common risks that exist when conducting VFR operations; |

| COMMENTS AND OUTCOME |
| --- |
|  |

| Instructor’s Signature & Date | Trainee’s Signature & Date |
| --- | --- |
|  |  |

# Course Completion Certificate

The following is an example course completion certificate.

The certificate can be used as evidence that the trainee has completed the required training and has been assessed as competent to conduct BIFT.

|  |  |
| --- | --- |
| **Name of Course** | Instructor rating gap training – basic Instrument flight training |
| **Training provider name** | ABC Flight Training |
| **Training provider ARN** |  |
| **Trainee’s name** |  |
| **Trainee’s ARN** |  |
| **Date commenced training** |  |
| **Date of final assessment** |  |
| **Certification** | This certificate confirms the trainee has completed the required course of training and has been assessed as competent to conduct basic instrument flight training in accordance with CASA Exemption—CASA EX 143/16. |
| **Head of Operations name** |  |
| **Signature** |  |
| **Date** |  |

# Attachment – draft competency unit – FIR-TE3

FIR-TE3 Grade 3 training endorsement (DRAFT)

1. Unit description

This unit describes the skills and knowledge required to effectively plan, conduct and administer training authorised by the grade 3 training endorsement.

1. Elements and performance criteria
   1. FIR-TE3.1 – Demonstrate knowledge of competency based training as applied to training for an aircraft category rating (aircraft specific), RPL, PPL and CPL
      * 1. describe the structure, content and context of the Part 61 MOS pilot licence and standards for the RPL, PPL, CPL (category specific);
        2. describe the content of the flight test standards for RPL, PPL and CPL;
        3. describe the structure, content and context of the Part 61 MOS standards for the aircraft class rating.
   2. FIR-TE3.2 – Demonstrate understanding of principles and methods of instruction
      * 1. applies knowledge and application of element 3, principles and methods of instruction, described in unit FIRC (instructor rating – common) in schedule 3 of Part 61 MOS.
   3. FIR-TE3.3 – Demonstrate competencies of a grade 3 training endorsement
      * 1. applies good knowledge of the aeronautical knowledge units of competency for the RPL, PPL and CPL to the standard required for issue of a CPL;
        2. perform proficient aircraft handling skills from the instructor control seat;
        3. perform consistent management of lessons safely, efficiently and confidently;
        4. ability to manage the average trainee, coordinate accurate demonstration and key words, identify trainee weaknesses, suggest simple remedial actions with the provision of basic guidance using the demonstrate, direct and monitor process.
   4. FIR-TE3.4 – Conduct aeronautical knowledge training
      * 1. conducts aeronautical knowledge training demonstrating relevant performance criteria described in elements FIR4.1and FIR4.2 of unit FIR4 (conduct aeronautical knowledge training and flight training);
   5. FIR-TE3.5 – Develop briefings and plan flight training

A training plan is prepared that identifies each ground briefing and flight exercise required to achieve the standards for the issue of an RPL, PPL and CPL (including training required for the issue of an endorsement on an RPL). The following units and elements are to be addressed:

* + - 1. **for aeroplanes**

Elements in the following units to be addressed in briefings and flight exercises as applicable:

* + - * 1. NTS1 and NTS2;
        2. C1 through C5;
        3. CTR, CTA, ONTA and OGA.

Ground briefings and flight exercises are prepared for the following units and elements:

* + - * 1. C2.1 – pre-flight actions and procedures – introduction (ground only);
        2. C2.2 – pre-flight inspection (ground only);
        3. A1 – operate aeroplane on the ground (taxiing);
        4. A3.2 straight and level;
        5. A3.1 and A3.3 – climbing and descending;
        6. A3.4 – medium turns (level);
        7. A3.4 – medium turns (climbing and descending);
        8. A3 underpinning knowledge – effect of controls;
        9. A5.1 & A5.2 – Stalling;
        10. A2.1, A2.2, A2.4, A3.6 and A4.1 – normal circuits;
        11. A4.3 and A4.4 – conduct missed approach and recover missed landing;
        12. A2.1, A2.2, A2.4, A3.6 and A4.1 – flapless circuits;
        13. A2.5 and A4.5 – Short take-off and landing;
        14. A2.3 and A4.2 – cross wind take-off and landing;
        15. A5.3 - steep turns (level);
        16. A5.3 and A5.4 – steep turns (descending) and sideslip (where flight manual permits);
        17. IFF, IFL and A6.6 – instrument flight and recovery from unusual attitudes;
        18. A6.3 – forced landings;
        19. A6.1 and A6.2 – engine failure after take-off and engine failure in circuit;
        20. A6.4 – precautionary search and landing;
        21. A6.5 - fire drill and system malfunctions;
        22. NAV, RNE, ONTA, OCA, OGA and CTA – navigation training (multiple briefing/flight exercises);
      1. **for helicopters**

Elements in the following units to be addressed in relevant briefings/flight exercises as applicable

* + - * 1. NTS1 and NTS2;
        2. C1 through C5;
        3. ONTA, OGA, OCA and CTA.

Ground briefings and flight exercises prepared for

* + - * 1. C2.1 – pre-flight actions and procedures;
        2. C2.2 – pre-flight inspection;
        3. H1 – operate helicopter on the ground;
        4. H5 underpinning knowledge – primary and further effect of helicopter controls;
        5. H5.2 and H5.5 – attitude and power changes;
        6. H5.2 – maintain straight and level;
        7. H5.1 and H5.3 – climbing and descending;
        8. H5.4 – medium turns (level);
        9. H5.4 – medium turns (climbing and descending);
        10. H6.2 – autorotative flight;
        11. H2.1,H2.2 and H2.6 – Hovering;
        12. H4.2 and H4.3 – transitions;
        13. H5.6 and H4.4 – perform circuits and perform go-around;
        14. H2.5 – perform sideways and backwards flight;
        15. H3 – taxi helicopter;
        16. H2.3 and H2.4 – turn around the mast and turn around nose and tail;
        17. H7.1 and H6.2 – forced landings and autorotative landings;
        18. H6.1 – steep turns;
        19. NAV – navigation (multiple briefings and flight exercises);
        20. H6.3 and – sloping ground landings;
        21. H6.5 – execute limited power operations;
        22. H6.4 – confined area operations;
        23. H6.6 – land and take-off from pinnacle or ridge line;
        24. H7.1 and H7.2 – engine failures during take-off and approach and during hover or hover taxi;
        25. H7.5 – system malfunctions;
        26. H7.3 and H7.4 – tail rotor malfunctions and jammed flight controls.
        27. IFF and IFL (these units are optional to facilitate conducting basic instrument flight instruction).
      1. identifies potential threats and errors normally associated with VFR flight training and develop suitable mitigating actions for each flight exercise;
  1. FIR-TE3.6 – Conduct pre-flight briefing

Perform effective pre-flight briefings for each flight exercise in the training plan including application of standard operating procedures demonstrating relevant performance criteria described in elements FIR4.1 and FIR4.3 of unit FIR4 (conduct aeronautical knowledge training and flight training);

* 1. FIR-TE3.7 – Conduct flight training
     + 1. conducts flight training in accordance with the training plan demonstrating all skills and behaviours described in element FIR 4.4 of unit FIR4 (conduct aeronautical knowledge training and flight training)
       2. assesses a trainee’s ability to consistently perform manoeuvres based on the published standards prior to authorising solo flight (other than first solo in the category);
       3. maintains situational awareness during all phases of the flight demonstrating the performance criteria specified in unit NTS1;
       4. manages threats and errors during all phases of the flight demonstrating the performance criteria specified in unit NTS2;
  2. FIR-TE3.8 – Conduct post-flight briefing

Conduct post-flight briefing demonstrating all performance criteria described in element FIR4.5 of unit FIR4 (conduct aeronautical knowledge training and flight training) for the RPL, PPL or CPL elements addressed in the training session.

* 1. FIR-TE3.9 – Conduct post-training administration

Complete post-training administration demonstrating performance criteria in element FIR4.6 of unit FIR4 (conduct aeronautical knowledge training and flight training).

1. Range of variables
   * + 1. activities are performed in accordance with published procedures;
       2. aeronautical knowledge training, including pre- and post-flight briefings, is provided to support the flight training units and elements;
       3. flight training includes all units and elements of competency relevant to an RPL, PPL and CPL and is supported by relevant pre and post flight briefings;
       4. flight training and aircraft operation is conducted in accordance with regulatory requirements and safe operational practices and includes administrative procedures associated with authorising and recording flight training and maintaining training records;
       5. aircraft may include:
          1. fixed wing (single-engine);
          2. helicopter (single-engine);
          3. aircraft fitted with analogue or digital flight instruments
       6. suitable resources may include:
          1. aircraft;
          2. approved flight simulation training device (FSTD);
          3. AIP;
          4. training aids and learning resources;
          5. training facilities.
       7. environmental conditions may include:
          1. variable weather;
          2. day VFR operations;
          3. CTA and OCTA airspace;
          4. turbulence;
          5. terrain;
          6. hazards and threats.
2. Underpinning knowledge of the following:
   * + 1. principles of instruction (see unit FIRC);
       2. the underpinning knowledge included in units prescribed for RPL, PPL and CPL;
       3. relevant sections of Civil Aviation legislation;
       4. common risks that exist when conducting VFR operations;
       5. assessment and workplace training competency standards;
       6. principles of adult teaching and learning;
       7. human performance and limitations factors relevant to the training tasks;
       8. psychological factors affecting satisfaction of human needs, defence mechanisms and stress management;
       9. relevant workplace policies and procedures;
       10. appropriate methods of analysis and training planning;
       11. preparation of training resources;
       12. principles of assessment;
       13. assessment of behaviour;
       14. self-assessment and evaluation;
       15. questioning techniques;
       16. requirements for completing training documentation.