**LESSON TE3-29: TUTORIAL 8 – INTERVENTION AND RECOVERY TECHNIQUES**

**FLIGHT INSTRUCTOR RATING – GRADE 3 TRAINING ENDORSEMENT (Helicopter) LESSON PLAN & TRAINING RECORD**

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| **TRAINEE NAME:** |  | **Trainee ARN:** |  |
| **INSTRUCTOR NAME:** |  | **TRAINING SESSION DATE:** |  |

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| **Lesson Overview**   * The objectives of the tutorial are to:   o Provide the trainee instructor with techniques to recognise when intervention is required and how to recover to normal flight |
| **Training Notes**   1. The tutorial should be planned in a logical manner to ensure that the trainee instructor receives the appropriate level of guidance and training in intervention and recovery from an undesired aircraft state. 2. The instructor should identify the likely flight lesson scenarios that could result in an undesired aircraft state discuss strategies to recognise early onset that can be recovered by direction to better enhance student recognition and learning. 3. Multiple airborne lesson examples that cover a breadth of circumstances that might require intervention should be included in the briefing that identify key tasks that students may mismanage and how they mismanage them. 4. The tutorial should discuss appropriate recovery techniques for the scenarios used and the instructor should consider introducing these into future airborne lessons randomly to ensure the trainee instructor can recognise and recover safely. 5. The tutorial should cover any abbreviated hand-over/take-over drills. 6. The tutorial should require the trainee instructor to demonstrate their understanding of the objectives of lesson through simulated practise. 7. It is recommended that the CAAP on Human Factors and references to Upset Prevention and Recovery Techniques (UPRT) be reviewed and discussed in in this context to assist the instructor with training the student to recognise and manage threats and errors. 8. The Aviation Instructors handbook (FAA-H-8083-9A) and the Flight Instructor manual are useful references for some of the subject matter that should be included in this briefing 9. Post flight de-brief is included so that the trainee instructor can establish the logical links between any airborne lesson issues and the content of the post flight de-brief 10. There are no performance standards provide against the criteria in FIR4.4 and FIR4.5. The inclusion of these elements is to provide some focus for the instructor and though not all can be directly demonstrated or practised on the ground the briefing provides an opportunity to discuss them with the trainee instructor as part of the scenarios by drawing attention to some of the issues and considerations that can occur in airborne instruction**.** |

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| **MOS**  **Reference** | **Lesson Content** *(Elements & Performance Criteria)* |
| **FIR4.4** | **Conduct airborne training** |
| (a) | manage responsibilities as pilot in command for the safe operation of the aircraft; |
| (f) | Intervene to recover the aircraft if trainee does not manage an undesired aircraft state; |
| (g) | develop the trainee’s responsibility through the application of human factors principles for threat and error management |
| **FIR4.5** | **Conduct post-flight briefing** |
| (a) | describe clearly and accurately, significant details of the trainee’s performance and assesses the trainee’s achievement against the training outcomes for the lesson and associated performance criteria; |
| (b) | identify any deficiencies in performance and suggest remedial actions and training; |

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| **MOS Ref** | **Underpinning knowledge** |
| (b) | Principles and methods of instruction as prescribed in unit FIRC of schedule 3 of the part 61 MOS: |

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| **COMMENTS AND OUTCOME (INCLUDING ELEMENTS & PERFORMANCE CRITERIA THAT REQUIRE CONSOLIDATION AND/OR REMEDIAL TRAINING)** | |
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| **Instructor’s Signature & Date** | **Trainee’s Signature & Date** |
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