| Performance Standards 3 = Has received training in the element, however is not able to consistently demonstrate competency to the standard required for grant of the authorisation.  2 = Is able to achieve competency to the standard required for the grant of the authorisation on the majority of occasions  1 = Achieves competency to the standard required for grant of the authorisation Legend D = Demonstration R = Read back  CR = Class room PFB = Pre-flight Brief A = Assess | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| FIR-TE3-1 Review CBT, Part 61& Part 61MOS for RPL, PPL & CPL | | FIR-TE3-2 Instructor seat famil | FIR-TE3-3 Tutorial 1 | FIR-TE3-4 Straight & Level -LB | FIR-TE3-5 Straight & Level - LB | FIR-TE3-6 Tutorial 2 and Tutorial 3 | FIR-TE3-7 Straight & Level PFB | FIR-TE3-8 Prep for Flight & DI | FIR-TE3-9 Tutorial 4 and Tutorial 5 | FIR-TE3-10 Taxy; straight & Level | FIR-TE3-11 Climb & Desc - LB | FIR-TE3-12 Climb & Desc - LB | FIR-TE3-13 Climb & Desc - PFB | FIR-TE3-14 Climb & Descend | FIR-TE3-15 Climb & Descend | FIR-TE3-15 Medium Turns - LB | FIR-TE3-17 Medium Turns - LB | FIR-TE3-18 Medium Turns PFB | FIR-TE3-19 Medium Turns | FIR-TE3-20 C & D Turns - LB | FIR-TE3-21 C & D Turns - LB | FIR-TE3-22 C & D Turns - PFB | FIR-TE3-23 Medium Turns | FIR-TE3-24 Tutorial 6 | FIR-TE3-25 C & D Turns | FIR-TE3-26 HOO Check |
|  | | **CR** | |  | **CR** | **D** | **R** | **CR** | **DR** | **DR** | **CR** | **DR** | **D** | **R** | **DR** | **DR** | **R** | **D** | **R** | **DR** | **DR** | **D** | **R** | **DR** | **R** | **CR** | **DR** | **A** |
| Ground briefings (hours) | | 3.0 | | 1.0 | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 1.0 | 2.0 | 2.0 | 3.0 | 1.0 | 1.0 | 2.0 | 2.0 | 3.0 | 1.0 | 2.0 | 2.0 | 3.0 | 1.0 | 1.5 | 1.0 | 2.5 |
| Dual day | |  | | 1.5 |  |  |  |  |  |  |  | 2.0 |  |  |  | 1.0 | 1.0 |  |  |  | 1.0 |  |  |  | 1.0 |  | 1.0 | 1.5 |
| Aeronautical knowledge examinations | |  |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| Units, Elements and Performance Criteria | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| FIR-TE3 Grade 3 Training Endorsement | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| FIR-TE3.1 Demonstrate knowledge of competency based training as applied to training for an aircraft category rating (aircraft specific), RPL, PPL and CPL | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | describe the structure, content and context of the Part 61 MOS licence and standards for the RPL, PPL and CPL (category specific) | 3 | |  |  |  |  |  | 3 |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  | 2 |
|  | describe the content of the flight test standards for RPL, PPL and CPL | 3 | |  |  |  |  |  | 3 |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  | 2 |
|  | describe the structure, content and context of the Part 61 MOS standards for the aircraft class rating | 3 | |  |  |  |  |  | 3 |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  | 2 |
| FIR-TE3.2 Demonstrate understanding of principles and methods of instruction | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | apply 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 |  | 3 | 3 |  | 3 |  | 3 | 3 | 3 | 3 |  | 3 | 3 | 3 |  | 2 | 2 | 2 |  | 2 | 2 |
| FIR-TE3.3 Demonstrate competencies of a grade 3 training endorsement | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | applygood knowledge of the aeronautical knowledge units of competency for the RPL, PPL and CPL to the standard required of a CPL; |  | |  |  |  | 3 |  | 3 | 3 |  |  |  | 3 | 3 | 3 | 3 |  | 3 | 3 | 3 |  | 2 | 2 | 2 |  | 2 | 2 |
|  | perform proficient aircraft handling skills from the instructor control seat; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
|  | perform consistent management of lessons safely, efficiently and confidently; |  | |  |  |  | 3 |  |  | 3 |  | 3 |  | 3 | 3 | 3 | 3 |  | 3 | 3 | 3 |  | 2 | 2 | 2 |  | 2 | 2 |
|  | 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. |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 3 |  | 2 | 2 |
| FIR-TE3.4 Conduct aeronautical knowledge training | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | conduct 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) |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **FIR 4.1 Plan training** |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1. confirm trainee readiness for proposed training through review of training records to confirm their competency status; |  | |  |  |  | 3 |  |  |  | 3 |  |  | 3 |  |  |  |  | 2 |  |  |  | 2 |  |  |  |  | 2 |
|  | 1. identify training objectives based on performance criteria in the manual of standards and operator’s training plans; |  | |  |  |  | 3 |  |  |  | 3 |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  |  | 2 |
|  | 1. identify underpinning knowledge for the units and elements relevant to the lesson and confirm trainee understanding; |  | |  |  |  | 3 |  |  |  | 3 |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  |  | 2 |
|  | 1. select appropriate training methods to facilitate training objectives and knowledge transfer; |  | |  |  |  | 3 |  |  |  | 3 |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  |  | 2 |
|  | 1. apply threat and error management into each ground lesson; |  | |  |  |  | 3 |  |  |  | 3 |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  |  | 2 |
|  | 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. |  | |  |  |  | 3 |  |  |  | 3 |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  |  | 2 |
|  | **FIR4.2 Conduct aeronautical knowledge training** |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | * + - 1. establish a learning environment and motivation that suits the trainee’s needs; |  | |  |  |  | 3 |  |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  |  | 2 |
|  | * + - 1. clearly state the training objectives; |  | |  |  |  | 3 |  |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  |  | 2 |
|  | * + - 1. conduct the lesson following or modifying the lesson plan to achieve training objectives and transfer of knowledge; |  | |  |  |  | 3 |  |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  |  | 2 |
|  | * + - 1. present and link new knowledge to previous knowledge; |  | |  |  |  | 3 |  |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  |  | 2 |
|  | * + - 1. use selected training aids to illustrate and enhance explanations; |  | |  |  |  | 3 |  |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  |  | 2 |
|  | * + - 1. apply appropriate instructional techniques; instruction is to the point using clear and deliberate speech; |  | |  |  |  | 3 |  |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  |  | 2 |
|  | * + - 1. deliver technical knowledge accurately and clearly to the required standard; |  | |  |  |  | 3 |  |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  |  | 2 |
|  | * + - 1. provide opportunities for trainee participation and practice; |  | |  |  |  | 3 |  |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  |  | 2 |
|  | * + - 1. discuss threat and error management issues and ensure application understood by the trainee; |  | |  |  |  | 3 |  |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 2 |  |  |  |  | 2 |
|  | * + - 1. confirm training objectives have been achieved by questioning, review and other suitable methods; |  | |  |  |  | 3 |  |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 3 |  |  |  |  | 2 |
|  | * + - 1. provide feedback on trainee performance; |  | |  |  |  | 3 |  |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 3 |  |  |  |  | 2 |
|  | * + - 1. develop trainee self-assessment skills; |  | |  |  |  | 3 |  |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 3 |  |  |  |  | 2 |
|  | * + - 1. complete training objectives in the time available; |  | |  |  |  | 3 |  |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 3 |  |  |  |  | 2 |
|  | 1. ensure all training is conducted effectively |  | |  |  |  | 3 |  |  |  |  |  |  | 3 |  |  |  |  | 3 |  |  |  | 3 |  |  |  |  | 2 |
| FIR-TE3.5 Develop Briefings and Plan flight training | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Prepare a training plan 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 elements are to be addressed: |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| for aeroplanes | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | elements in the following units to be addressed in relevant briefings/flight exercises as applicable |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | * 1. NTS1 and NTS2 |  | |  |  |  |  | 3 | 3 |  |  | **3** |  |  | **3** | **3** | **3** |  |  | **3** | **3** |  |  | 2 |  |  |  | 2 |
|  | * 1. C1 through C5 |  | |  |  |  | 3 | 3 | 3 |  |  | 3 |  | 3 | 3 | 3 | 3 |  | **3** | 3 | 3 |  | 2 | 2 |  |  |  | 2 |
|  | * 1. CTR, CTA, ONTA, OGA |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Ground briefings and flight exercises prepared for |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | C2.1 – pre-flight actions and procedures – introduction (ground only); |  | |  |  |  |  |  |  | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 |
|  | C2.2 – pre-flight inspection (ground only); |  | |  |  |  |  |  |  | 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 |
|  | A1 – operate aeroplane on the ground (taxiing); |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 2A |  |  |  |  |  |  |  |  |  |  |  | 2 |
|  | A3.2 straight and level; |  | |  |  |  | 3 |  | 3 |  |  | 3 |  |  |  | 3 | 2A |  |  |  |  |  |  |  |  |  |  | 2 |
|  | A3.1 and A3.3 – climbing and descending; |  | |  |  |  |  |  |  |  |  |  |  | 3 | 3 | 3 | 3 |  |  |  | 2A |  |  |  |  |  |  | 2 |
|  | A3.4 – medium turns (level); |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 3 | 3 |  |  |  | 3 |  | 2A | 2 |
|  | A3.4 – medium turns (climbing and descending); |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 | 2 |  |  | 3 | 2A |
|  | A3 underpinning knowledge – effect of controls; |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A5.1 & A5.2 – Stalling; |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A2.1, A2.2, A2.4, A3.6 and A4.1 – normal circuits; |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A4.3 and A4.4 – conduct missed approach and recover missed landing; |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A2.1, A2.2, A2.4, A3.6 and A4.1 – flapless circuits; |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A2.5 and A4.5 – Short take-off and landing; |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A2.3 and A4.2 – cross wind take-off and landing; |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A5.3 - steep turns (level); |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A5.3 and A5.4 – steep turns (descending) and sideslip (where flight manual permits); |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | IFF, IFL and A6.6 – instrument flight and recovery from unusual attitudes; |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A6.3 – forced landings; |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A6.1 and A6.2 – engine failure after take-off and engine failure in circuit; |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A6.4 – precautionary search and landing; |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | A6.5 - fire drill and system malfunctions; |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | NAV, RNE, ONTA, OCA, OGA and CTA – navigation training (multiple briefing/flight exercises); |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | identify potential threats and errors normally associated with VFR flight training and develop suitable mitigating actions for each flight exercise |  | |  |  |  |  |  | 3 |  |  | 3 |  |  | 3 | 3 | 3 |  |  | **3** | 3 |  |  | 2 | 2 |  | 2 | 2 |
| 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) |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 |
|  | **FIR4.1 Plan training** |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 2 |
|  | 1. confirm trainee readiness for proposed training through review of training records to confirm their competency status |  | |  |  |  |  |  | 3 |  |  | 3 |  |  | 3 | 3 | 3 |  |  | 3 | 3 |  |  | 2 | 2 |  | 2 | 2 |
|  | 1. identify training objectives based on performance criteria in the manual of standards and operator’s training plans; |  | |  |  |  |  |  | 3 |  |  | 3 |  |  | 3 | 3 | 3 |  |  | 3 | 3 |  |  | 2 | 2 |  | 2 | 2 |
|  | 1. identify underpinning knowledge for the units and elements relevant to the lesson and confirm trainee understanding |  | |  |  |  |  |  | 3 |  |  | 3 |  |  | 3 | 3 | 3 |  |  | 3 | 3 |  |  | 2 | 2 |  | 2 | 2 |
|  | 1. select appropriate training methods to facilitate training objectives and knowledge transfer |  | |  |  |  |  |  | 3 |  |  | 3 |  |  | 3 | 3 | 3 |  |  | 3 | 3 |  |  | 2 | 2 |  | 2 | 2 |
|  | 1. apply threat and error management into each ground lesson; |  | |  |  |  |  |  | 3 |  |  | 3 |  |  | 3 | 3 | 3 |  |  | 3 | 3 |  |  | 2 | 2 |  | 2 | 2 |
|  | 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 consider suitable mitigators; |  | |  |  |  |  |  | 3 |  |  | 3 |  |  | 3 | 3 | 3 |  |  | 3 | 3 |  |  | 2 | 2 |  | 2 | 2 |
|  | 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. |  | |  |  |  |  |  | 3 |  |  | 3 |  |  | 3 | 3 | 3 |  |  | 3 | 3 |  |  | 2 | 2 |  | 2 | 2 |
|  | **FIR4.3 Conduct pre-flight briefing** |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1. confirm the trainee is mentally and physically prepared for flight training; |  | |  |  |  |  |  | 3 |  |  | 3 |  |  | 3 | 3 | 3 |  |  | 3 | 3 |  |  | 2 | 2 |  | 2 | 2 |
|  | 1. brief the trainee on the training outcomes, the associated performance criteria and the actions required of the trainee during the flight; |  | |  |  |  |  |  | 3 |  |  | 3 |  |  | 3 | 3 | 3 |  |  | 3 | 3 |  |  | 2 | 2 |  | 2 | 2 |
|  | 1. link previous training to the current exercise; |  | |  |  |  |  |  | 3 |  |  | 3 |  |  | 3 | 3 | 3 |  |  | 3 | 3 |  |  | 2 | 2 |  | 2 | 2 |
|  | 1. brief the trainee on how the flight will be conducted to meet the training outcomes; |  | |  |  |  |  |  | 3 |  |  | 3 |  |  | 3 | 3 | 3 |  |  | 3 | 3 |  |  | 2 | 2 |  | 2 | 2 |
|  | 1. confirm the trainee’s ability to recall the training outcomes, underpinning knowledge, handling technique and planned flight scenario; |  | |  |  |  |  |  | 3 |  |  | 3 |  |  | 3 | 3 | 3 |  |  | 3 | 3 |  |  | 2 | 2 |  | 2 | 2 |
|  | 1. discuss the environmental conditions and their suitability for the training exercise; |  | |  |  |  |  |  | 3 |  |  | 3 |  |  | 3 | 3 | 3 |  |  | 3 | 3 |  |  | 2 | 2 |  | 2 | 2 |
|  | 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). |  | |  |  |  |  |  | 3 |  |  | 3 |  |  | 3 | 3 | 3 |  |  | 3 | 3 |  |  | 2 | 2 |  | 2 | 2 |
| FIR-TE3.7 Conduct flight training | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | conduct airborne training in accordance with the training plan demonstrating all 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. manage responsibilities as pilot in command for the safe operation of the aircraft; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
|  | * + - 1. apply flying techniques and procedures to the competency standards specified for the qualification being trained for whilst occupying the instructor seat; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
|  | * + - 1. demonstrate the task: |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | * + - * 1. introduce tasks in manageable portions without trainee overload; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
|  | * + - * 1. make clear, concise and systematic explanations; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
|  | * + - * 1. coordinate demonstration with explanation of manoeuvre; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
|  | * + - * 1. make coordinated control inputs without abrupt manoeuvring, using accepted techniques; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
|  | * + - * 1. demonstrate the manoeuvre to the competency standards specified in this manual for a commercial pilot. |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
|  | 1. direct the task : |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1. implement handover and takeover procedures for control of aircraft; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
|  | 1. provide direction appropriate to trainee’s progress; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
|  | 1. provide instructions in a clear, concise and timely manner; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
|  | 1. provide sufficient practice for the trainee to achieve the task; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
|  | 1. intervene only to the extent necessary to assist the trainee’s progress or to maintain safety. |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
|  | 1. monitor the task (unassisted practice): |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1. identify the trainee’s deficiencies and provide feedback to assist the trainee in achieving the standard; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 3 |  | 3 | 2 |
|  | 1. provide and vary additional instruction and demonstration as necessary to assist the trainee; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 3 |  | 2 | 2 |
|  | 1. ensure remedial training is effective such that errors are corrected; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 3 |  | 2 | 2 |
|  | 1. encourage the trainee to develop self-assessment skills; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 3 |  | 2 | 2 |
|  | 1. note training events for debriefing and assessment. |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 3 |  | 2 | 2 |
|  | 1. intervene to recover the aircraft if trainee does not manage an undesired aircraft state; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 3 |  | 2 | 2 |
|  | 1. develop the trainee‘s responsibility through the application of human factors principles for threat and error management |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 3 |  | 2 | 2 |
|  | 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); |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 3 |
|  | maintain situational awareness during all phases of the flight demonstrating the performance criteria specified in NTS1 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **NTS1 Non-technical Skills 1** |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | NTS1.1 Maintain effective lookout |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 2 |  |  |  | 2 |  | 2 | 2 |
|  | NTS1.2 Maintain situational awareness |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 2 |  |  |  | 2 |  | 2 | 2 |
|  | NTS1.3 Assess situations and make decisions |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 2 |  |  |  | 2 |  | 2 | 2 |
|  | NTS1.4 Set priorities and manage tasks |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 2 |  |  |  | 2 |  | 2 | 2 |
|  | NTS1.5 Maintain effective communications and interpersonal relationships |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 2 |  |  |  | 2 |  | 2 | 2 |
|  | manage threats and errors during all phases of the flight demonstrating the performance criteria specified in NTS2 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Non-technical Skills 2 |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | NTS2.1 Recognise and manage threats |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 2 |  |  |  | 2 |  | 2 | 2 |
|  | NTS2.2 Recognise and manage errors |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 2 |  |  |  | 2 |  | 2 | 2 |
|  | NTS2.3 Recognise and manage undesired aircraft state |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 2 |  |  |  | 2 |  | 2 | 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) 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; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
|  | 1. 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; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 3 |  | 2 | 2 |
|  | 1. identify any deficiencies in performance and suggest remedial actions and training; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 3 |  | 2 | 2 |
|  | 1. discuss threat and error management issues encountered during the flight; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
|  | 1. brief the trainee on the details of the next training exercise; |  | |  |  |  |  |  |  |  |  | 3 |  |  |  | 3 | 3 |  |  |  | 3 |  |  |  | 2 |  | 2 | 2 |
| FIR-TE3.9 Complete post-flight 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. complete administration procedures required for issue of an endorsement or military equivalent are completed where applicable. |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1. inform relevant staff of the trainee’s performance and results where required; |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 1. review effectiveness of training and identify any adjustments to delivery, presentation and content |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |