**TUTORIAL: FAULT ANALYSIS AND CORRECTION TECHNIQUES**

**FLIGHT INSTRUCTOR RATING – TUTORIAL LESSON PLAN & TRAINING RECORD**

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| 1B**TRAINEE NAME:** |  | 2B**TRAINEE ARN:** |  |
| 3B**INSTRUCTOR NAME:** |  | 4B**TRAINING**  **SESSION DATE:** |  |
| 0B**Lesson Overview**   * **The objectives of the tutorial are to:**   + Provide the trainee instructor with guidance on identifying faults in skill performance of the average student   + Provide the trainee with techniques to correct student faults   + Review the principles of learning with focus on managing and correcting student faults to obtain a positive response from the student. | | | |

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| **MOS**  **Reference** | | **Lesson Content** *(Elements & Performance Criteria)* | |
| **FIR4.4** | 6B**Conduct airborne training** | |  |
| (a) | manage responsibilities as pilot in command for the safe operation of the aircraft | |  |
| (d) | direct tasks: | |  |
|  | (i) provides direction appropriate to trainee’s progress | |  |
|  | (ii) provides instructions in a clear, concise and timely manner | |  |
|  | (iii) provides sufficient practice for the trainee to achieve the task | |  |
|  | (iv) intervenes only to the extent necessary to assist the trainee’s progress or to maintain safety | |  |
| (e) | monitors the task (unassisted practice): | |  |
|  | (i) identify the trainee’s deficiencies and provide feedback to assist the trainee in achieving the standard | |  |
|  | (ii) provides and varies additional instruction and demonstration as necessary to assist trainee | |  |
|  | (iii) remedial training is effective such that errors are corrected | |  |
|  | (iv) encourage the trainee to develop self-assessment skills | |  |
|  | (v) note training events for debriefing and assessment | |  |
| (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** | 7B**Conduct post-flight briefing** | |  |
| (a) | encourage the trainee to self-assess performance against the performance criteria | |  |
| (b) | 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 | |  |
| (c) | identify any deficiencies in performance and suggest remedial actions and training | |  |

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

# Training Notes

* The tutorial should be planned in a logical manner to ensure that the trainee instructor receives the appropriate level of guidance and training in the philosophy of fault analysis and correction
* Identify a basic strategy for dealing with student errors and faults – The Recognise, Consequence, Cause, Cure and Prevention (RCCCP) principle
* How to deal with multiple faults (prioritisation) – airmanship errors are always debriefed first
* Use of re-direct or re-demo
* Standards for student solo – tutorial 9
* The instructor should identify the common faults associated with student practice in an airborne lesson and discuss some strategies to address them when airborne
* Multiple airborne lesson examples that cover a breadth of common faults should be included in the briefing that, identify key tasks that most students do incorrectly and provide guidance on effective correction techniques
* 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
* The tutorial should require the trainee instructor to demonstrate their understanding of the objectives of lesson through simulated practical demonstrations and simulated practice

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* Intervention and recovery techniques can be mentioned here but note they are addressed in a separate tutorial.
* Post flight de-brief is included so that the trainee instructor can establish the logical links between the airborne lesson deficiencies and the content of the post flight de-brief
* There are no performance standards provided 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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| 5B**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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