**TUTORIAL: DEVELOPING A LONG BRIEFING**

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

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| **TRAINEE NAME:** |  | **TRAINEE ARN:** |  |
| **INSTRUCTOR NAME:** |  | **TRAINING SESSION DATE:** |  |
| **Lesson Overview**   * The objectives of the tutorial are to:   + Provide the trainee instructor with focused guidance on developing a long briefing   + Review the principles of learning with the trainee, with particular emphasis on understanding their importance and application when developing a long briefing   + Provide the trainee instructor with techniques and advice on content and presentation of long briefs that will assist learning by most students | | | |

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| **MOS**  **Reference** | **Lesson Content** *(Elements & Performance Criteria)* |
| **FIR4.1** | **Plan training** |
| (a) | confirms trainee readiness for proposed training through review of training records to confirm their competency status; |
| (b) | identify training objectives based on performance criteria in the manual of standards and operators’ training plans; |
| (c) | identify underpinning knowledge for the units and elements relevant to the lesson and confirm trainee understanding; |
| (d) | select appropriate training methods to facilitate training objectives and knowledge transfer; |
| (e) | apply threat and error management into each ground lesson; |
| (g) | 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. |
| **FIR4.2** | **Conduct aeronautical knowledge training** |
| (a) | establish a learning environment and motivation that suits the trainee’s needs; |
| (b) | clearly state the training objectives; |
| (c) | conduct the lesson following or modifying the lesson plan to achieve training objectives and transfer of knowledge; |
| (d) | present and link new knowledge to previous knowledge; |
| (e) | selected training aids are used to illustrate and enhance explanations; |
| (f) | apply appropriate instructional techniques; instruction is to the point using clear and deliberate language |
| (g) | deliver technical knowledge accurately and clearly to the required standard; |
| (h) | provide opportunities for trainee participation and practice; |
| (i) | threat and error management issues are discussed and application understood by the trainee; |
| (j) | confirmation of training objectives is achieved by questioning, review and other suitable methods; |
| (k) | feedback on trainee performance is provided; |
| (l) | develop trainee self-assessment skills; |
| (m) | training objectives are completed in the time available; |
| (n) | training is conducted effectively. |

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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: |

# 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 development of a long briefing
* The instructor should provide the trainee instructor with a general template of a long briefing.
* The instructor should identify the common issues associated with the preparation and delivery of a long briefing and guide the trainee instructor on techniques to manage them. Such guidance is available in AC61.T-01 which also provides templates and advice on long brief preparation and the Flight Instructor manual.
* The training should use a real example of a general aviation flying training sequence as a blueprint to enhance the learning and demonstrate the techniques being taught
* The tutorial should require the trainee instructor to demonstrate their understanding of the objectives of a long briefing through practice delivery of a long brief.

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* There are no performance standards provide against the criteria in FIR4.1 and FIR4.2. The inclusion of these elements is to provide some focus for the instructor and though not all are directly related to the development of a long briefing it may be an opportunity to discuss them with the trainee instructor as part of the complete long briefing scenario.

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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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