

Appendix B

Draft unit – Class rating training endorsement - FIR- TE6

FIR-TE6 Class rating training endorsement

1 Unit description

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

2 Elements and performance criteria

2.1 FIR-TE6.1 – Demonstrate knowledge of competency based training as applied to training for an aircraft class rating and conduct of a flight review

- (a) describe the structure, content and context of the Part 61 MOS aircraft rating for the class rating (class specific);
- (b) identify the content of the flight test standards for an aircraft class rating (class specific);
- (c) describe the requirements for an aircraft class rating flight review.

2.2 FIR-TE6.2 – Demonstrate understanding of principles and methods of instruction

- (a) 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.

2.3 FIR-TE6.3 – Conduct aeronautical knowledge training

- (a) conduct aeronautical knowledge training demonstrating applicable performance criteria described in elements FIR4.1 and FIR4.2 of unit FIR4 (conduct aeronautical knowledge training and flight training);
- (b) demonstrate extensive understanding of the aeronautical knowledge prescribed in the applicable unit for the particular aircraft class;
- (c) establish trainee understanding of underpinning knowledge specified in the applicable units for the class rating;
- (d) establish applicant understanding of the underpinning knowledge specified in section 4 of the applicable units for the class rating under review, in accordance with the flight review requirements described in schedule 7 of the Part 61 MOS;
- (e) establish trainee understanding of upset prevention and recovery techniques and strategies relevant to the aircraft class and operating environment including:
 - (i) aerodynamics;
 - (ii) causes and contributing factors to upsets;
 - (iii) energy and flight path management;
 - (iv) system malfunctions;
 - (v) recognition of upset conditions;
 - (vi) TEM, CRM and human factors (as applicable).

2.4 FIR-TE6.4 – Develop briefings and plan flight training

- (a) prepare a training plan that identifies each ground briefing and flight/flight simulator exercise required to achieve the standard for the issue of a particular class rating; the following units and elements are to be addressed:

- (i) NTS1 and NTS2;
- (ii) C2 and C4; and
- (iii) for aeroplanes
 - single-engine aeroplanes – A1 – A6;
 - multi engine aeroplanes – A1 to A5, IFF and AME.
- for helicopters
 - single-engine helicopters – H1 to H7.
- (b) for multi-engine aeroplanes, ground briefings and flight exercises address:
 - (i) normal operations;
 - (ii) engine and system malfunctions – general;
 - (iii) engine failure after take-off;
 - (iv) engine failure en route;
 - (v) rejected take-off;
 - (vi) engine failure during approach and landing;
 - (vii) single engine go-around or missed approach.
- (c) prepare a training plan for the conduct of a flight review for the applicable class rating;
- (d) identify potential threats and errors normally associated with class rating training and develop suitable mitigating actions for each training exercise;
- (e) plan training scenarios to demonstrate upset prevention and recovery techniques , including intervention strategies that adhere to validated procedures for the aircraft class/flight simulator;
- (f) understand the limitations and characteristics of the aircraft or flight simulator used for training.

2.5 **FIR-TE6.5 – Conduct pre-flight briefing**

- (a) perform effective pre-flight briefings for each training exercise in the training plan, including application of standard operating procedures, demonstrating applicable performance criteria described in elements FIR4.1 and FIR4.2 of unit FIR4 (conduct aeronautical knowledge training and flight training);
- (b) demonstrate applicable performance criteria described in element FIR 7.1 (conduct flight review).

2.6 **FIR-TE6.6 – Conduct airborne training**

- (a) conduct flight training in accordance with the training plan demonstrating all skills and behaviours described in element FIR4.4 of unit FIR4 (conduct aeronautical knowledge training and flight training);
- (b) perform flying techniques and procedures to the competency standards specified for the issue of a class rating in that aircraft whilst occupying the instructor seat;

- (c) maintain situational awareness during all phases of the training exercise demonstrating performance criteria specified in NTS1;
- (d) manage threats and errors during all phases of the flight demonstrating the performance criteria specified in unit NTS2;
- (e) demonstrate applicable performance criteria described in elements FIR 7.2 (conduct flight review);
- (f) deliver training in upset prevention and recovery in accordance with developed scenarios applicable to the aircraft category and class;
- (g) recognise trainee errors and recovers the aircraft when trainee capability or aircraft limitations may be exceeded.

2.7 **FIR-TE6.7 – Conduct post-flight briefing**

- (a) conduct post-flight briefing demonstrating applicable performance criteria described in element FIR4.5 of unit FIR4 (conduct aeronautical knowledge training and flight training);
- (b) demonstrate applicable performance criteria described in element FIR 7.3 (conduct flight review).

2.8 **FIR-TE6.8 – Complete post-training administration**

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

3 **Range of variables**

- (a) activities are performed in accordance with published procedures;
- (b) aeronautical knowledge training includes all units and elements of competency relevant to the class rating;
- (c) flight training includes all units and elements of competency relevant to a class rating and is supported by relevant pre and post flight briefings;
- (d) aircraft of the class which the rating applies and may include:
 - (i) fixed wing (single-engine or multi-engine);
 - (ii) helicopter (single-engine);
 - (iii) aircraft fitted with analogue or digital flight instruments.
- (e) approved flight simulation training device (FSTD);
- (f) aerodromes or HLS;
- (g) simulated abnormal and emergency situations;
- (h) simulated hazardous weather;
- (i) for aeroplanes, upset conditions include
 - (i) pitch attitude more than 25 degrees nose up;
 - (ii) pitch attitude more than 10 degrees nose down;
 - (iii) bank angle more than 45 degrees;

- (iv) flying at airspeeds inappropriate for the conditions.
- (j) for helicopters, upset conditions may include
 - (i) vortex ring state;
 - (ii) ground resonance;
 - (iii) loss of tail rotor effectiveness;
 - (iv) low 'g' and mast bumping;
 - (v) overpitching or low RRPM – rotor stall;
 - (vi) retreating blade stall;
 - (vii) recirculation;
 - (viii) dynamic rollover.
- (k) environmental conditions may include:
 - (i) variable weather;
 - (ii) day or night operations;
 - (iii) CTA and OCTA airspace;
 - (iv) turbulence;
 - (v) terrain;
 - (vi) hazards and threats;
 - (vii) sealed, gravel or grassed surface.

4 Underpinning knowledge of the following:

- (a) principles of instruction (see FIR1, FIR2 and FIR3);
- (b) FIR4;
- (c) the underpinning knowledge included in applicable units prescribed for the particular class rating;
- (d) underpinning knowledge for applicable class ratings require a flight review;
- (e) relevant sections of Civil Aviation legislation;
- (f) common risks that exist when conducting VFR operations;
- (g) common problems that may occur when conducting flight reviews and appropriate action that should be taken in each case;
- (h) assessment and workplace training competency standards;
- (i) principles of adult teaching and learning;
- (j) human performance and limitations factors relevant to the training tasks;
- (k) psychological factors affecting satisfaction of human needs, defence mechanisms and stress management;
- (l) relevant workplace policies and procedures;
- (m) appropriate methods of analysis and training planning;

- (n) lesson planning and development;
- (o) preparation of training resources;
- (p) principles of assessment;
- (q) assessment of behaviour;
- (r) self-assessment and evaluation;
- (s) questioning techniques;
- (t) requirements for completing training documentation.