

ANNEX 2-1 TO AC 61-07

Long briefing guidance material

1 Introduction

- 1.1.1 Flight training operators conducting flight instructor training should already have detailed procedures in place providing guidance for flight instructors on the content and delivery of long briefings. This material should form the baseline material for the long briefing components of a flight instructor course.
- 1.1.2 In the event an operator wishes to review the suitability of existing briefings for the purpose of demonstration during a flight instructor training course, general guidance and a development tool for use during this review is provided below. The tool will assist in the development of the briefing structure and each of its components—as they would be delivered to a student pilot by a flight instructor.
- 1.1.3 The development tool provides an outline of the long briefing structure and the areas which should be addressed. Use of the tool will assist in ensuring demonstrations by the FIR instructor contain relevant and sufficient detail, and provide clear guidance on the framework and level of detail required to the trainee when developing their own briefings.
- 1.1.4 The tool may be used as a long briefing template, with operators entering theory content, specific techniques, procedures and information relevant to a particular aircraft where required.
- 1.1.5 Course developers will need to ensure that clear and detailed guidance is provided on the techniques which must be used by the trainee when developing and delivering a particular lesson.

2 Guidance for developing a long briefing

2.1 Spaced learning

- Do not conduct drawn out briefings, as a trainee's span of attention rarely exceeds 40–50 minutes.
- Structure the briefing to provide suitable breaks if required.
- A difficult subject is best taught over a number of briefings.

2.2 Primacy and recency

- Carefully prepare the introduction and motivation content presented in the opening minutes of a briefing.
- Give a preview of the content of each briefing.
- Summarise the important points at the end of the briefing.

2.3 Active learning

- To check that learning has occurred include questions on the briefing material that stimulate thought, i.e. include lesson objectives which should be quizzed during and at the completion of the briefing.
- Include material in the briefing that has practical significance.
- Remember the briefing is not just a theory lesson.

2.4 Meaningful material

- Pitch the briefing at the trainee's level, not yours.
- Present the information in a logical sequence.
- Always move from the known to the unknown i.e. begin with what the student already knows or has experienced.

2.5 Motivation

- Use motives that are real to the trainee.
- Use multiple motives.
- Provide for early success in learning new material.

2.6 Over-learning

- Write briefing content that requires trainees to recall previous learning.
- Include appropriate revision at the start of the briefing.

2.7 Threat and error management

- 2.7.1 The development of a specific long or pre-flight briefing must include appropriate strategies designed to manage the threats and errors that may be encountered in any particular lesson. These strategies must also consider the human performance and limitations appropriate to the safe conduct of a flight - unit NTS2 contained in Schedule 2 to the Part 61 MOS provides the elements to be addressed and performance standards expected of the student. For additional guidance refer to AC 61-08 v1.0.

2.8 Airmanship

- 2.8.1 Each briefing must include airmanship items relevant to the exercise to be flown. TEM and other human factor items such as situational awareness are part of the airmanship topic. Airmanship is, however, a broader topic and one that is essential to impart in order to engender a safe, professional and courteous attitude towards flying. Units NTS1 and NTS2 contained in schedule 2 of Part 61 MOS provide elements to be addressed and performance standards expected of a student in relation to airmanship.

3 Long briefing development tool

[NAME OF THE LESSON]

Aim

[Provide a brief, meaningful and practical description of the lesson]

Introduction and Motivation

[Explain from a practical piloting viewpoint why it is important to be able to achieve the aim of the lesson]

[Explain the 'practical significance' of the lesson as it relates to flying an aircraft]

[Relate how this lesson follows a sequence to the previous and future lessons]

Duration and Content

[Advise the planned duration and lesson content and any planned breaks]

Objectives

[The long briefing is a detailed briefing which provides an essential link between academic principles and the air exercise. It presents the student with aeronautical theory and the practical application of the principles. The trainee must ensure that the student achieves the lesson objectives as follows:]

- Objectives (Learning Outcomes) may be behavioural objectives (what the student can do at the completion of the lesson) or knowledge objectives (what the student knows at the completion of the lesson).
- State clear and specific objectives to ensure that your lesson plan will meet the desired learning outcomes
- Objectives should not be activities used in the lesson plan but rather the learning outcomes of those activities.
- Objectives should be meaningful and directly measurable so ensure that you will be able to determine whether these objectives were met or not.
- A good lesson plan will have more than one objective. A long briefing typically has 5-6 objectives.

[Evidence of achieving these objectives can be obtained by questioning the student through the delivery of the long brief and also through asking a selection of questions at the end].

Revision

[Check knowledge/understanding of previous lesson(s)]

[Determine from this revision if the student can progress or is re-training required]

Definitions

[Include definitions for all new aerodynamic or other terms to be used in the briefing]

Principles

[Present the aerodynamic and other theoretical knowledge required for the student to understand the practical aspects of the air exercise]

Considerations

[Present the relevant environmental and operational variables that have an effect upon the exercise]

Application

[Present the practical application of the aerodynamic and theory given in the briefing, i.e. what the air exercise will involve]

Emergency procedures

[Present the actions to be taken in the event of any real emergency]

Human Factors, TEM and Airmanship Considerations (include elements of NTS1 & NTS2)

- Recognise and manage threats and manage errors
- Recognise and manage undesired aircraft state
- Fitness for flight, weather, other traffic, airspace
- Lookout
- Clock-code
- Situational awareness
- Assess situation and make decisions
- Set priorities and manage tasks
- Maintain effective communications and interpersonal relationships
- Handing over/taking over
- Smooth use of controls, engine handling
- Any airmanship considerations specific to the lesson
- Actions to be taken in the event of any real emergency, etc.

Assessment

[The trainee should conduct a process of questioning to ensure the lesson objectives have been met. Questions should be asked in a way that confirms the student understands the lesson objectives. The trainee should reflect back on the developmental involvement of the student during the delivery of the brief and ensure that any perceived deficiencies are reviewed.]

4 Long briefing demonstration and trainee read back

- 4.1.1 Before demonstrating a long briefing, the instructor should take time to explain the context of the lesson to the trainee instructor. Discuss the actual lesson plan for the long brief, where it fits into the qualification syllabus and any training aids that will be used.
- 4.1.2 The instructor must ensure that each of the competencies required for the delivery of the training are addressed during the long briefing demonstration. The tutorial 'developing a long briefing' (Annex 3-0) sets out the relevant performance criteria and required underpinning knowledge for both planning and conducting the briefing.
- 4.1.3 The trainee instructor should be encouraged to take notes during the briefing, whilst also participating as the student pilot would do.
- 4.1.4 On completion of the demonstration, the stages of the lesson and the competencies which have been addressed should be summarised. An opportunity for questions from the trainee instructor should be provided.
- 4.1.5 The trainee read back should be conducted after the trainee has had the opportunity to prepare and practice. The instructor should role-play a student pilot during the read back.
- 4.1.6 On completion of the read back, the instructor must de-brief the trainee instructor on their performance against the performance criteria listed in the relevant lesson plan. Where the trainee has not achieved the required standard, the performance criteria must be addressed during the next long briefing lesson. Enter these performance criteria in the lesson record for the subsequent lesson.
- 4.1.7 The suggested long briefing duration should refer only to the time required to present the briefing. Additional time should be allowed for discussion, preparation and de-briefing.