

ANNEX 2-2

Pre-flight briefing and air exercise guidance material

1 Introduction

- 1.1.1 Flight training operators conducting training for a pilot authorisation should already have detailed procedures providing guidance for flight instructors on the content and delivery of pre-flight briefings and in-flight lessons. This material should form the base line material for the pre-flight briefing and flight components of the flight instructor course.
- 1.1.2 General guidance and development tools are provided below to assist with the development of the structure and content of a pre-flight briefing and in-flight lesson.
- 1.1.3 Within the development tool each heading contains basic sub headings and/or a narrative. If the tool is to be used as a template, the operator will need to add content, specific techniques, procedures and information relevant to the particular aircraft where required to complete this material.
- 1.1.4 Course developers will need to provide clear and detailed guidance on the techniques required to be used by the trainee when delivering a particular lesson.

2 Pre-flight briefing development tool

[NAME OF THE LESSON]

Introduction

[Overview of where the lesson fits into the syllabus, the key learning outcomes].

Foundational skills

[Description Provide a description of the new skills that will be learnt during the lesson and their importance as a foundational skill in their development as a pilot.]

Aim/application

The aim of the exercise should be simple and relevant to the lesson elements, performance criteria and standards for the particular flight sequence being introduced. Question the student briefly on the practical application of the exercise.

Human factors, TEM and airmanship considerations

[Training sequence specific airmanship points may be discussed early so they can be recalled and referenced during the rest of the pre-flight brief:]

- recognise and manage threats and manage errors;
- recognise and manage undesired aircraft state;
- fitness for flight;
- 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; and
- actions to be taken in the event of any real emergency.

Weather and NOTAMs

[This is a good opportunity to check the student's knowledge of automatic terminal information services (ATIS)/forecasts, actual observations and understanding of visual meteorological conditions (VMC) and overall weather suitability for the exercise.]

It is also an opportunity to recall Airmanship issues, in particular threat of weather, turbulence and visibility. Also give consideration to any relevant Notice to Airmen (NOTAMs).]

Aircraft considerations

[This is the instructor's opportunity to check the student's aircraft preparation including MR, serviceability, fuel planning, loading and performance (refer MOS 61 units C1 through C5).]

Administration

[This is a reference to any general sign out requirements or introduction of a new administrative procedure e.g. sign out for life jackets and Emergency Locator Transmitter (Survival) (ELTs).]

Start up and taxi (I will/you will)

[The instructor should clearly define the expectations on the student during ground handling with reference to how advanced the trainee is in their training. Threat and error management and emergency procedures relevant to the start procedure and taxiing should be discussed.]

Departure (I will/you will)

[The instructor should clearly define the expectations on the student for take-off and departure with reference to how advanced the trainee is in their training. Threat and error management and emergency procedures relevant to the take-off and departure should be discussed.]

Air exercise (I will/you will)

[Present what the air exercise will involve. The instructor should determine if the trainee can recall the knowledge required to perform the air exercise. Training aids should be utilised to provide the best possible picture to the trainee. The main body of the white board or presentation screen should be utilised to present the core lesson considerations and other lesson content should sit to the side to avoid distraction from the visual presentation (see below).

This briefing is a practical briefing on what the trainee will see, feel, hear and do. Detailed reference to theoretical principles, as delivered in the long briefing, are unnecessary.]

Return to base (I will/you will)

[The instructor should clearly define the expectations on the student for the return to land procedures with reference to how advanced the trainee is in their training. This may be an opportunity to practice something previously learned or requiring remedial training or introduction to something to be covered in the next lesson. Relevant threat and error management and emergency procedures should be discussed.]

3 Pre-flight briefing demonstration and trainee read-back

- 3.1.1 The pre-flight briefing component is designed to review the practical significance of the topics presented in the long briefing, and also introduce the concept of what the student will see, feel, hear and do. There should be no new topics introduced in the pre-flight briefing. If, during the presentation of the pre-flight briefing, the student cannot recall the material and its practical application as presented in the long briefing, then the instructor must consider re-training the student before proceeding with the flight sequence.
- 3.1.2 Before demonstrating a pre-flight briefing, the instructor should take time to explain the context of the brief to the trainee instructor. Discuss the actual content of the pre-flight briefing, and any training aids that will be used.
- 3.1.3 On completion of the demonstration, summarise the structure and delivery method for the pre-flight briefing and allow for questions from the trainee instructor.
- 3.1.4 The trainee read-back should be conducted after they have had the opportunity to prepare. The instructor should role-play a student pilot during the read-back.
- 3.1.5 The read-back should be followed by a debrief from the instructor, providing feedback to the trainee regarding 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 covered during the next lesson. Enter these performance criteria in the lesson record for the subsequent lesson.
- 3.1.6 The suggested pre-flight briefing duration refers only to the time required to present the briefing. Additional time should be allowed for discussion, preparation and debriefing.
- 3.1.7 The pre-flight briefing should introduce reference to elements/performance criteria from units NTS1 and NTS2, as appropriate to the stage of training/lesson where applicable.
- 3.1.8 It is recommended that all pre-flight briefings be demonstrated by the instructor to ensure a strong link is established between the pre-flight brief and the in-flight demonstration. This should occur even if the trainee has prepared a pre-flight brief without a prior demonstration. In that instance, the trainee should deliver their prepared brief before the instructor demonstration.

4 Air exercise development tool

[NAME OF THE LESSON]

Lesson subdivisions

[Listing of the required lesson sub-divisions]

Ground phase

[Description of how the pre-flight, start, taxi and run up will be managed]

Take-off and departure

[Description of how the take-off and departure will be managed]

Revision

[Description of any revision exercises]

Air exercise detail

[Description of how the instructor should plan to manage each of the lesson teaching elements]

Consolidation

[Description of any specific consolidation exercises]

Return to base

[Description of how the return to base will be managed]

Arrival and landing

[Description of how the arrival and landing will be managed]

Taxi and shutdown

[Description of how the taxi and shutdown will be managed]

Tips for instructors

[Discussion to assist instructors manage various student capabilities and foibles]

Common student errors

[Listing of common student errors and applicable remedial teaching tools]

Debriefing

[The debriefing is most important as it ensures that the student is aware of where competency has been met, improvements can be made or remedial training can be undertaken where required. It is important that the instructor records the student's' progress during this time and makes the student aware that a progress report will be available for their self-preparation and further development. The next lesson should be briefly discussed whether remedial or progression and the student should be given clear direction for preparation of the next lesson.]

5 Air exercise demonstration and trainee give back

- 5.1.1 Before demonstrating an air exercise, the instructor should explain the sequence of the training elements and provide insight into appropriate delivery techniques.
- 5.1.2 Inflight demonstrations should be broken into logical elements, with each demonstration followed by a give back by the trainee.
- 5.1.3 Following each inflight training session the instructor should review the training and debrief the trainee on their performance. The debrief should address:
- the outcomes achieved against lesson objectives and the Part 61 MOS competency standards for instructor training
 - the trainee's ability to apply non-technical skills and ensure the safe management of the flight (the trainee's performance against the knowledge and skills required by units NTS1 and NTS2)
 - the preparation required for the next lesson and any remedial study required.
- 5.1.4 The instructor should record trainee progress and recommendations for the next training session on the training record, including any carryover/remedial training.