**Lesson TE9-12 and TE9-13– Night circuits - long brief**

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| **Trainee name:** |  | **Trainee ARN:** |  |
| **Instructor name** |  | **Instructor ARN** |  |
| **Demonstration date** |  | **Trainee read back date:** |  |

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| **PERFORMANCE STANDARDS** | | |
| **3** | **2** | **1** |
| Has received training in the element, however is not able to consistently demonstrate competency to the standard required for the grant of the authorisation. | Is able to achieve competency to the standard required for the grant of the authorisation on the majority of occasions. | Achieves competency to the standard required for the grant of the authorisation. |
| **LESSON OVERVIEW**   * Demonstration of long brief for night circuits * Read back of long brief for night circuits * Lesson objectives and underpinning knowledge to be demonstrated as applicable during readback. The blueprint for this long brief is the operator’s approved lesson (long brief) from their NVFR syllabus * Lesson objectives and underpinning knowledge to be demonstrated as applicable during long briefing | | |
| **TRAINING NOTES**   * Before demonstrating the long brief, 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 night VFR syllabus and any training aids that will be used. * Give the demonstration of the long brief which must include the performance criteria and applicable underpinning knowledge from unit NVR1. Encourage the trainee instructor to take notes but also participate as the student pilot would do. The briefing should also include relevant reference to BIF units IFF and IFL as appropriate to circuit operations. * The briefing should not include emergency procedures as these will be introduced in a later lesson. * On completion of the demonstration, summarise the stages of the lesson and allow for questions from the trainee instructor. * The trainee read back should be conducted after they have had the opportunity to prepare and practice. The instructor should role play a student pilot during the read back. * On completion of the read back, the instructor must de-brief the trainee instructor on their performance against the performance criteria. * Where it has not been possible to introduce performance criteria or 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. | | |

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| **MOS**  **reference** | **UNDERPINNING KNOWLEDGE** |
| **FIR-TE9** | **Night VFR training endorsement** |
|  | 1. principles of instruction (FIR4); 2. underpinning knowledge included in applicable units IFF, IFL 3. underpinning knowledge included for the applicable units required for a night VFR rating; 4. relevant sections of Civil Aviation legislation; 5. assessment and workplace training competency standards; 6. principles of adult teaching and learning; 7. relevant workplace policies and procedures; 8. lesson planning and development; 9. preparation of training resources; 10. questioning techniques; 11. requirements for completing training documentation. |

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| **MOS**  **reference** | **LESSON CONTENT**  **(Elements & Performance Criteria)** | **Performance standard** | |
| **Required** | **Achieved** |
| **FIR-TE9.2** | **Demonstrate understanding of principles and methods of instruction** |  |  |
|  | applies 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 |  |
| **FIR-TE9.3** | **Conduct aeronautical knowledge training** |  |  |
| (a) | conduct aeronautical knowledge training demonstrating applicable performance criteria in element FIR4.1 and FIR4.2 of unit FIR4 (conduct aeronautical knowledge training and flight training) |  |  |
|  | **FIR 4.1 Plan training** |  |  |
|  | (a) confirm trainee readiness for proposed training through review of training records to confirm their competency status; | 2 |  |
|  | (b) identify training objectives based on performance criteria in the manual of standards and operator’s training plans; | 2 |  |
|  | (c) identify underpinning knowledge for the units and elements relevant to the lesson and confirm trainee understanding; | 2 |  |
|  | (d) select appropriate training methods to facilitate training objectives and knowledge transfer; | 2 |  |
|  | (e) apply threat and error management into each ground lesson; | 2 |  |
|  | (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. | 2 |  |
|  | **FIR4.2 Conduct aeronautical knowledge training** |  |  |
|  | (a) establish a learning environment and motivation that suits the trainee’s needs; | 2 |  |
|  | (b) clearly state the training objectives; | 2 |  |
|  | (c) conduct the lesson following or modifying the lesson plan to achieve training objectives and transfer of knowledge; | 2 |  |
|  | (d) present and link new knowledge to previous knowledge; | 2 |  |
|  | (e) use selected training aids to illustrate and enhance explanations; | 2 |  |
|  | (f) apply appropriate instructional techniques; with instruction to the point using clear and deliberate speech; | 2 |  |
|  | (g) deliver technical knowledge accurately and clearly to the required standard; | 2 |  |
|  | (h) provide opportunities for trainee participation and practice; | 2 |  |
|  | (i) discuss threat and error management issues and ensure application is understood by the trainee; | 2 |  |
|  | (j) confirm training objectives have been achieved by questioning, review and other suitable methods; | 2 |  |
|  | (k) provide feedback on trainee performance; | 2 |  |
|  | (l) develop trainee self-assessment skills; | 2 |  |
|  | (m) complete training objectives in the time available; | 2 |  |
|  | (n) ensure all training is conducted effectively | 2 |  |
| (a) | demonstrate extensive understanding of the underpinning knowledge included in units IFF, IFL, NVR1, NVR2 and NVR3 (as applicable) | 2 |  |
| (b) | establish trainee understanding of underpinning knowledge included in units IFF and IFL relating to the conduct of instrument flight | 2 |  |
| (c) | establish trainee understanding of underpinning knowledge included in unit NVR1 relating to conduct of circuit operations at night | 2 |  |
| **FIR-TE9.4** | **Develop briefings and plan flight training** |  |  |
| (a) | Prepare a training that identifies each ground briefing and flight/flight simulator exercise, required to achieve the standards for the issue of a NVFR rating. The following units and elements are to be addressed |  |  |
|  | elements in units NTS1 and NTS2 to be addressed in relevant briefings and flight exercises as applicable; and |  |  |
|  | (i) basic instrument flight | 2 |  |

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| **MOS**  **reference** | **LESSON CONTENT**  **(Elements & Performance Criteria)** | **Performance standard** | |
| **Required** | **Achieved** |
|  | (ii) conduct of a traffic pattern at night | 2 |  |
| (b) | identify potential threats and errors normally associated with flight training at night and develop suitable mitigating action for each flight exercise. | 2 |  |

**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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