**Lesson 9-5 – Tutorial 2 - Planning an airborne lesson and Tutorial 3 - Prepare a pre-flight briefing**

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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**  The objectives of the tutorials are to:   * Provide the trainee instructor with focused guidance on planning an airborne lesson and preparing a pre-flight brief. * Review the principles of learning with the trainee, with particular emphasis on understanding their importance and application when developing an airborne lesson and pre-flight briefing. * Provide the trainee instructor with techniques and advice on the content and presentation of pre-flight briefs that will assist learning by most students. * Provide the trainee instructor with considerations and techniques for developing airborne lessons with emphasis on logical delivery and safety/risk management. | | |
| **TRAINING NOTES**   * The tutorials 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 an airborne lesson and pre-flight briefing for delivering night VFR training. The tutorials should make allowance for the experience level of the trainee (is this the first TE or a subsequent TE). * In preparation for an airborne lesson, work through: What to teach   What ‘Bloggs’ knows  How to teach (the application of AIT principles) Considerations that might impact on the lesson Common faults for the lesson  AIREX (use of the DDM model)   * The instructor should provide the instructor trainee with a general template of both an airborne lesson and a pre-flight brief. * The instructor should identify the common issues associated with the preparation and delivery of an airborne lesson and guide the trainee instructor on techniques to manage them. Such guidance is available in AC 61-07 which also provides templates and advice. * The training should use a real example of a night VFR flying training sequence as a blueprint to demonstrate the development of the airborne lesson and PFB to enhance the learning and demonstrate the techniques being taught. * The training session should require the trainee instructor to demonstrate their understanding of the objectives of a pre-flight briefing and airborne lesson through practice delivery and simulation respectively. * Additionally, the conduct of a debrief should be introduced and the trainee guided in correct procedure and language that relates to the airborne lesson using the content of element FIR4.5. * There are no performance standards provide against the criteria in FIR4.1, FIR4.3, FIR4.4 and FIR4.5. The inclusion of these elements is to provide some focus for the instructor and though not all are directly related to the development of the lesson and briefing it may be an opportunity to discuss them with the trainee instructor as part of the scenarios by drawing attention to some of the issues and considerations that should influence planning and delivery. * The selected criteria included in FIR4.4 above are those thought to influence the planning of an airborne lesson. It is reasonable to address the other items in FIR4.4 however tutorials 4 and 5 in lesson TE3-8 do address these. | | |

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| **MOS**  **reference** | **UNDERPINNING KNOWLEDGE** |
| (b) | Principles and methods of instruction as prescribed in unit FIRC of schedule 3 of the part 61 MOS. |

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| **MOS**  **reference** | **LESSON CONTENT**  **(Elements & Performance Criteria)** |
| **FIR4.1** | **Plan training** |
| (a) | confirm 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. |
| **FIR4.3** | **Conduct pre-flight briefing** |
| (a) | confirm the trainee is mentally and physically prepared for flight training; |
| (b) | brief the trainee on the training outcomes, the associated performance criteria and the actions required of the trainee during the flight; |
| (c) | link previous training to the current exercise; |
| (d) | brief the trainee on how the flight will be conducted to meet the training outcomes; |
| (e) | confirm the trainee’s ability to recall the training outcomes, underpinning knowledge, handling technique and planned flight scenario; |
| (f) | discuss the environmental conditions and their suitability for the training exercise; |
| (g) | discuss threat and error management issues applicable to the proposed flight and confirm the trainee understands her or his responsibility for managing those issues (airmanship). |
| **FIR4.4** | **Conduct airborne training** |
| (a) | manage responsibilities as pilot in command for the safe operation of the aircraft; |
| (c) | demonstrate the task: |
|  | (i) introduce tasks in manageable portions without trainee overload |
|  | (ii) make clear, concise and systematic explanations |
| (d) | direct the task: |
|  | (i) implement handover and takeover procedures for control of the aircraft; |
|  | (iv) provide sufficient practice for the trainee to achieve the task; |
| (e) | (i) identify the trainee’s deficiencies and provide feedback to assist the trainee in achieving the standard |
|  | (ii) provide and vary additional instruction and demonstration as necessary to assist trainee; |
|  | (iv) encourage the trainee to develop self-assessment skills; |
|  | (v) note training events for debriefing and assessment |
| (g) | develop the trainee’s responsibility through the application of human factors principles for threat and error management |

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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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