

APPENDIX E TO CAAP 5.14-2(0) – SAMPLE LONG BRIEFING TEMPLATE

All flying schools conducting ab-initio flying training should already have in place detailed procedures providing guidance for flight instructors on the delivery of long briefings on the topics listed in this CAAP. This material should form the base line material for the long briefing component of the FITC. In the event a CFI wishes to review this material for suitability for use in a FITC, this appendix provides a basic template to assist with the development of material specific to each of the long briefing training elements as they would be delivered to a student pilot by a flight instructor.

As only a basic template is provided, the level of detail supplied is insufficient for flying school use, as flying school and aeroplane specific techniques are not included. CFI's will need to provide clear and detailed guidance on the techniques required to be used for each of the flight training elements taught in their flying school during flight operations.

The template in this appendix details the CASA recommended structure to be used for the development of Long briefings.

Advice when developing a briefing

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

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

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

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

Motivation

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

Over-learning

- Write briefing content which require trainee's to recall previous learning
- Include appropriate revision at the start of the briefing

Threat and Error Management

The development of a specific long or pre-flight briefing must include appropriate strategies designed to manage the threats and errors encountered in any particular lesson. These strategies must also consider the human performance and limitations appropriate to the safe conduct of a flight. For additional guidance refer to CAAP 5.59-1(0) and the Day Syllabus Section 2 Unit C7, Section 1.13, Section 2 Unit C6 Manage Flight and Section 3 Amendment to Day VFR Syllabus.

Airmanship

Each briefing must include Airmanship items relevant to the exercise to be flown. TEM and other human factor items 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.

SAMPLE – LONG BRIEFING – Template

Title 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 instructor 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 teach exactly what you want it to.
- Objectives should not be activities used in the lesson plan but be the learning outcomes of those activities.
- Objectives should be meaningful, directly measurable so ensure that you will be able to tell whether these objectives were met or not.
- A good lesson plan will have more than one objective. A long briefing typically has 5-6.

Evidence of achieving these objectives can be obtained by questioning 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

The Principles

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

The 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

- 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 instructor 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 instructor should reflect back on the developmental involvement of the student during the delivery of the brief and ensure that any perceived deficiencies are reviewed.