

APPENDIX F TO CAAP 5.14-2(0) – FLIGHT COMPONENT TRAINING ELEMENTS

All flying schools conducting ab-initio flying training should already have in place detailed procedures providing guidance for flight instructors on the teaching of each flight component training element listed in this CAAP, including the pre-flight briefing. This material should form the base line material for the flying 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 flight component training elements as they would be delivered to a student pilot by a flight instructor.

The level of detail supplied for each element is only at heading level and will require amplification. CFI's will need to provide clear and detailed guidance on the techniques required to be used in their flying school during flight training operations.

Each heading has basic sub headings and/or narrative. However, the CFI will need to add comprehensive flying school and type specific information to each of these areas to complete this material.

The pre-flight briefing component is designed to review the practical significance of the topics presented in the Long briefing relating to the air exercise 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 presented in the Long briefing, then the instructor must consider re-training the student before proceeding with the flight sequence.

SAMPLE – PRE-FLIGHT BRIEFING AND AIR EXERCISE –TEMPLATE

TRAINING ELEMENT NAME

INTRODUCTION

Overview of where the lesson fits into the syllabus, the key learning outcomes and any weather requirements.

FOUNDATIONAL SKILLS

Description of the new skills that will be learnt during this lesson.

SAMPLE - PRE- FLIGHT BRIEFING –Template

Aim/Application

The aim of the exercise should be simple and relevant to the Day VFR syllabus (Aeroplanes) 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

Sequence specific airmanship points may be discussed early so they can be recalled and referenced during the rest of the pre-flight:

- 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 NOTAM's

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 Notices to Airmen (NOTAM).

Aircraft Considerations

This is the instructor's opportunity to check the student's aircraft preparation including maintenance release, serviceability, fuel planning, loading and performance.

Administration

This is generally just a quick 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 for the ground handling depending on how advanced the student is into the syllabus. Threat and error and emergency procedures relevant to the start procedure and taxiing should be briefly mentioned.

Departure (I will/you will)

The instructor should clearly define the expectations on the student for take-off and departure depending on how advanced the student is into the syllabus. Again, threat and error and emergency procedures should be briefly mentioned.

Air Exercise (I will/you will)

Present the practical application of 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 student. Usually the main body of the white board or screen is utilised here and the other dot points might sit well to the side, as prompts, to avoid distraction from the visual presentation.

This briefing is a practical briefing on what the student will see, feel, hear and do and detailed reference to academic principles is unnecessary.

Return to Base (I will/you will)

Again, the instructor should clearly define the expectations on the student for the return to land depending on how advanced the student is into the syllabus. 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. Again, threat and error and emergency procedures should be briefly mentioned.

Note: If the long briefing has been properly structured and delivered there should be no need to introduce new information in the pre-flight briefing. If during the delivery of the pre-flight briefing the student cannot recall the practical application delivered in the long briefing then the instructor must consider re-training the student before proceeding with the flight sequence.

AIR EXERCISE**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 on how to 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 students' 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.