

EXAMPLE GROUND AND FLIGHT TRAINING SESSION PROCEDURE

For each training lesson, one to three hours of ground school should be provided. This includes ground time for pre and post flight briefing, plus aeronautical knowledge. The time needed will vary greatly depending on the instructor's and student's capabilities and limitations, and the effort the student puts into studying and understanding the homework. The times indicated here are only a guide for the student and instructor.

The instructor will modify this procedure to specific conditions for the training program and local situations, such as working around daily and seasonal weather conditions.

1. Start of Typical Lesson (typically 10 to 45 minutes ground time)

Instructor marks the time in when the training session starts. Instructor and student discuss flight and ground homework and how it applies to upcoming flights. Ground lesson is completed if required before flight portion of the flight. The instructor answers any student questions.

2. Weather To Fly Analysis (typically 1 to 10 minutes ground time)

Discuss weather, pilot capabilities, and aircraft limitations to make the decision whether to fly the flight lesson. This step is accomplished by the instructor during Stage 1 and taken over by the student in Stage 2.

3. Pre-Flight Briefing and Pre-Flight Inspection (10 to 30 minutes ground time)

Based on the weather evaluation and the flight lesson goals, plan and discuss the upcoming flight..

4. Flight (one-half to two-hour flight time)

Flight time starts when the aircraft moves under its own power for the purpose of flight, and ends after the aircraft comes to rest after landing. A one- to two-hour session covering tasks in the lesson plan is performed. Flight time is typically logged with the Hobbs hour meter, which records engine running time.

5. Flight Debriefing (typically 10 to 20 minutes ground time)

Instructor and student discuss the applicable areas noted in this "Training Syllabus", and assesses the results of the session in the training syllabus. Any method can be used by the instructor for accessing each task in the training syllabus but it is generally set up for Incomplete (I), or Satisfactory (S). As an example, Flight lesson 1 first tasks might be assessed as:

 S Pre-flight introduction (meaning the preflight introduction is Satisfactory – meet the standards)

 I Cockpit entry (meaning the task was not completed or incomplete since they did not enter the cockpit)

The next flight lesson would show for the incomplete task:

 I_S Cockpit entry (meaning the task was completed successfully as the cockpit was entered completing this task to the tolerance required)

The instructor assesses the lesson tasks and fills out the instructor's "Flight Training Task Log," noting progress and detailed grading the overall performance of specific tasks.

Instructor fills out the student's logbook.

Any incomplete or unsatisfactory tasks in the lesson plan will have to be completed during the next flight lesson before moving onto the next module. **(It can take two or more lessons to complete one module)** Instructor and student discuss the next session's flight tasks, and the instructor assigns any homework to be completed before the next lesson.

6. Aeronautical Knowledge Ground School

(typically 10 to 45 minutes ground time - but more if the student does not satisfactorily complete the assignment for the ground lesson)

Review the student's homework results and accomplish the ground school lesson checklist. Assign next lesson's ground school homework. Depending on the situation, the instructor may schedule the prerequisite ground lessons far ahead of the flight lessons so the ground is completed before the required flight.

7. Student Lesson Completed (typically 5 minutes ground time)

Make student logbook entries as required. Schedule the next training session.

Instructor fills in instructor's logbook recording training time.