

RAAP 3

INSTRUCTOR SUPERVISION REQUIREMENTS

V1.1 February 2022



RECREATIONAL AVIATION ADVISORY PUBLICATION—RAAP 3

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The RAAus Flight Operations Manual provides definitions for the *direct supervision* requirements for Instructors by CFIs and approved Senior Instructors and the *indirect supervision* requirements for Senior Instructors. The specific requirements are provided in Section 2.08 Instructors and Section 2.09 for Senior Instructors respectively.

A large number of enquiries about this subject are received by Flight Operations resulting in the creation of this RAAP.

Historically, the single person as CFI was the core of RAAus training delivery, however schools with large numbers of Instructors, increasing numbers of satellite facilities and the convergence of combined CASA/RAAus flight schools has presented the potential for dilution of understanding of the supervision requirements for Instructors and Senior Instructors.

It is accepted that in any “real world” training environment there are times when the supervisor may not be able to be present for short periods of time. This may include times where other domestic or commercial tasks are being performed, or indeed when the supervising instructor is involved in direct training of a student themselves.

The paragraphs below are taken from the revised definitions in the current RAAus Flight Operations Manual.

RAAus Flight Operations Manual - Definitions and Abbreviations

Direct Supervision	The supervisor personally provides surveillance, assessment and mentoring development of persons providing ground and flight training to ensure it meets the training and safety requirements of this Manual and the RAAus Syllabus of Flight Training
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The intention of *direct supervision* is to ensure the supervisor, being the CFI or a Flight Operations approved Senior Instructor, is physically present at the location where the training is being conducted to oversight the Instructor as detailed below. The supervisor may conduct flight training or other activities while providing direct supervision, provided they are present for elements such as briefings of the proposed flight and to review the outcome of the training exercise with the Instructor as soon as possible after completion.

Indirect Supervision	The surveillance, assessment and mentoring development of persons providing ground and flight training and associated operations by a means other than the physical presence or personal surveillance of the supervisor to ensure it meets the training and safety requirements of this Manual and the RAAus Syllabus of Flight Training
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Indirect supervision refers to the supervisor not being required to be physically present at the school while the instructing is being conducted. The supervisor may elect to communicate with the Senior Instructor by text, email or phone before and after the flights are conducted, either individually or on a daily basis.

Indirect supervision is not available to Instructors, who must have a supervisor physically present at the location whenever training is being conducted.

Considerations

The importance of mentoring and development of Instructors in the training environment by more experienced rating and approval holders forms a critical part of professional development and must never be underestimated.

When initially issued an Instructor rating a candidate has confirmed they met the standard for minimum delivery of training, however this should be viewed as a starting point for their professional development. It is the responsibility of the CFI and experienced Senior Instructors at the Flight School to provide mentoring and development for Instructors to ensure their ongoing development, to improve standardisation of the delivery of ground and in flight training, to provide feedback on delivery methods, terminology and processes.

Areas of mentoring include:

- Confirmation of accurate, consistent terminology and delivery of training, both on the ground and in-flight
- Professional presentation of training
- Attention to detail when completing student training records, including noting areas of deficiency and subsequent correction
- The debrief process
- Review of student/instructor communications
- Regular flights with students trained by the Instructor by the CFI, particularly in regard to important interim stages such as pre-solo, pre-training solo, crosswind, emergency management, pre certificate standard, etc.
- Review of the student training records with the Instructor
- Regular meetings to provide feedback to the Instructor
- Ensuring the Instructor displays the highest levels of airmanship
- Displaying a mature reporting culture
- Displaying professional interactions with other airport users and pilots

Guidance

The CFI is responsible for the ongoing development of all Instructors at the Flight Training School via supervision. It is obviously not possible for the CFI to be present for all flights, and therefore an appropriately experienced Senior Instructor may be recommended to directly supervise an Instructor if the CFI cannot be present.

The CFI can set the tone for the FTS by holding regular meetings with all Instructors at the FTS, to discuss and confirm delivery of lessons, terminology, procedures and aircraft operational requirements.

CFIs and Senior Instructors also provide non-verbal mentoring and guidance to Instructors with their demeanour, the conduct of their flight training, their interactions with students, by demonstrating a mature safety and reporting culture, their actions in relation to the Flight Training School (FTS) Aviation Safety Management System (ASMS) and the manner in which they operate the aircraft associated with the FTS.

Further examples of this guidance includes the CFI or Senior Instructors demonstrating the importance of a mature reporting culture by reporting accidents, incidents, hazards or defects, or interacting with other airport users in a mature and professional manner or taking care of the aircraft, by managing the engine as the manufacturer specifies, taking care not to damage the leading edge of the wing during refuelling activities or in a myriad of other means, resulting in new Instructors absorbing this as acceptable behaviour at the FTS or on the airport.

The CFI and Senior Instructors at the FTS should refer to published documentation such as the aircraft Pilot Operating Handbook (POH) when asked about operation of the aircraft, the En-Route Supplement Australia (ERSA) when asked about the airport operations or the relevant CASA regulation or Aviation Information Publication (AIP). A new Instructor will quickly learn this is the correct means of providing information to students, rather than relying on anecdotal or handed down information.

The guidance provided above does not diminish the responsibility for all flight Instructors to be mentored and developed by the CFI extending beyond the required proficiency checks.

What are RAAPs?

RAAus has developed advisory publications to provide clear plain English guidance for members to conduct safe, professional and compliant operations consistent with RAAus Manuals and Policies. These publications provide interpretive information for members to better understand and conduct flight or ground operations whether they fly or maintain an aircraft, or teach other members to fly or maintain an aircraft.

RAAPs **DO NOT** replace specific requirements contained in the Flight Operations or Technical Manuals or Flight Operations Bulletins, Service Bulletins or Technical Advisories that may be issued.

That's a WRAP!