



Teaching Policy

Ground Training

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Teaching Policy – Ground Training

This document outlines the Teaching Policy to be adopted by all TKIs.

Objectives.....	3
Scheduling.....	3
Conduct.....	4
Course Content.....	5
Testing.....	5
Training Objectives.....	6
Methods.....	6
Computer-Aided Instruction.....	6
Computer-Based Training.....	7
Student Progress.....	7
EASA Examinations.....	7
Internal CAE OAA Examinations.....	7
Individual Learning Plans.....	8
Entrance Assessment.....	8
Differentiation.....	9
Lesson Structure.....	9
Lesson Plans.....	9
Course Mentor.....	10
Scheduled Events During Ground Training.....	11
Internal Validation/Quality Control of Ground Training.....	12
Internal Validation of Lessons.....	13
Theoretical Knowledge Instructor Standardisation.....	13

Steve Arnott

Chief Theoretical Knowledge Instructor

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Aim

To complement the flying and synthetic flight instruction and to provide a basis of professional knowledge on which the student can build during his flying career.

To teach the full range of theoretical knowledge contained in the current EASA Part FCL ground training syllabus to the depth and scope required by the EASA theoretical knowledge examinations.

Objectives

Teaching is the core purpose of Ground Training and every student should enjoy a high quality learning experience. An understanding of what constitutes effective teaching enhances success. Therefore all Theoretical Knowledge Instructors (TKIs) must be familiar with the teaching policy. To achieve the aims of ground training and to promote learning, the main objectives are:

Achieve excellent results, consistently

Provide a climate for learning in a conducive environment

To respect and value students

Deliver structured lessons within a relevant sequence of lessons

Cater for differentiation of students

Assess and record progress, to give clear guidance to students

Maintain professionalism and standards

Scheduling

It is important to set the tone for a purposeful learning environment and to prepare students for a career as a professional pilot. Students' progress and develop best in a comfortable and stimulating classroom environment. TKIs should check for classroom tidiness, noise interference, lighting, ventilation and temperature. The daily lesson delivery should allow sufficient breaks and suitable lesson duration.

Teaching Policy – Ground Training

Each lesson lasts one hour and the times are as follows:

Lesson 1	0840 -0940
Lesson 2	0945 – 1045
Morning Break	1045 - 1110
Lesson 3	1110 – 1210
Lesson 4	1215 – 1315
Lunch Break	1315 - 1415
Lesson 5	1415 – 1515
Lesson 6	1520 – 1620
Lesson 7	1625 – 1725
Lesson 8	1730 - 1830

The 5 minute break between some lessons is a comfort break only. There is time for refreshment during the morning break and lunch break, only.

Lesson 7 + 8 are normally Computer Based Training lessons.

A class register is taken for each lesson. Students must attend all lessons (best academic practice and meets regulatory requirement) and must therefore make up any time lost. Lateness is not tolerated and must also be recorded in the register.

Conduct

Students must conduct themselves in class appropriately, and lessons must be delivered according to the current teaching policy. Therefore TKIs must ensure that:

Mobile phones are not used during TKI led lessons.

Students wear appropriate uniform.

Food is not to be consumed during lessons.

A register is taken to record absenteeism and lateness. TKIs must encourage airline standards of punctuality.

Students comply with the seating plan.

Teaching Policy – Ground Training

The classroom environment is suitable.

Health and Safety procedures are followed

Respect is shown to students

Course Content

The subjects required by the EASA Part FCL theoretical knowledge comprise the main element of the Ground Training teaching programme. Subject areas are as follows:

Air Law

Aircraft General Knowledge

Instruments

Mass & Balance

Performance

Flight Planning & Monitoring

Human Performance & Limitations

Meteorology

General Navigation

Radio Navigation

Operational Procedures

Principles of Flight

VFR Communications

IFR Communications

Testing

Progress tests and internal CAE OAA examinations are held at regular intervals throughout the ground training period to prepare students for the EASA examinations and to measure their progress on the course. All CAE OAA examinations have the same EASA minimum pass standard of 75% and are designed to be representative of the formal examinations in terms of technical content, level of difficulty, and format of questions. They also help students prepare for the EASA examinations. Marks achieved during the CBT study, and in the internal examinations, provide

information to instructional staff on the progress being made by individual students. Thus, any student experiencing difficulties in ground training can be identified and counselled at an early stage. Internal examination results are one element of the continuous internal validation/quality control of the Ground Training course.

Training Objectives

The EASA Part FCL syllabus is a list of subjects, topics and sub-topics which, together, provide an outline of the theoretical knowledge which must be assimilated by students prior to sitting the EASA ground examinations for the ATPL (A). The syllabus alone does not define the depth and scope to which subjects have to be taught. Therefore, training objectives, which are statements of what a student should be able to do following a defined element of training, have been approved by EASA.

Methods

Instruction is based primarily on classroom lessons designed to achieve the training objectives approved by EASA. Instructors use an integrated package of training resources to achieve the training objectives. The training resources package comprises CAE OAA aircraft, lesson plans, Computer-Based Training (CBT), Computer-Aided Instruction (CAI) presentations, videos, models, sectioned equipment, view-foils and student notes. A system of internal validation ensures that all elements of the training resources package are amended, as required, to continue to reflect any amendments of the syllabus and/or training objectives. Progress tests and CAE OAA examinations are held regularly to check that students are achieving the training objectives.

Computer-Aided Instruction

Ground Training teaching uses a system of CAI to improve the effectiveness, quality and standardisation of instruction. CAI lessons will transmit to students an understanding of complex technical and/or operational concepts, more efficiently than lessons using traditional visual aids. CAI achieves this through its ability to animate systems-diagrams and photo-realistic drawings, and to incorporate into presentations digitised images and audio-visual sequences. CAI lessons are quality controlled before initial use in the classroom and, after amendment. The CTKI's nominated Courseware Author are jointly responsible for the quality control of CAI lessons. CAI lessons may also be modified following recommendations arising from internal validation action.

Computer-Based Training

Where appropriate, CBT is used in conjunction with traditional classroom teaching. The CBT has been designed to incorporate the latest computer imagery and audio techniques to maximise training efficiency. The CBT is incorporated within a Learning Management System (LMS) so that the CBT may be continuously monitored and assessed. Regular tests are incorporated to monitor progress. Subjects studied by CBT will be monitored by regular tutorials, conducted by the subject instructor. This will usually be the instructor that carries out the classroom teaching element of that subject for the course.

CBT is quality controlled before initial use and after amendment. SMEs and the CTKI's nominated Courseware Author are jointly responsible for the quality control of the CBT. CBT lessons may also be modified following recommendations arising from internal validation action.

Student Progress

Student progress in Ground Training is measured by performance during CBT, Progress Tests, instructor observations and formal monitoring of progress by a student's Course Mentor. After each Progress Test, the subject instructor will analyse the results achieved by students to determine whether general problems are apparent and common to all students. A Progress Board is held after each series of phase tests (PB1 and PB2) and the intervention is recorded on Individual Lesson Plans. If necessary, rectification action will be initiated which may lead to modifications of lesson plans, notes and/or visual aids to ensure that training objectives are being met. Individual students who experience problems will be given remedial instruction as appropriate. The Course Mentor monitors the progress of his/her students based on the results of LMS activity, Progress Tests, liaison with subject instructors and regular liaison with students themselves.

EASA Examinations

EASA examinations are conducted by the UK CAA. UK CAA officials invigilate these examinations and are responsible, under CAA rules, for the conduct of the examinations and the administration of all associated pre- and post-exam documentation. CAE OAA's role in EASA examinations is limited to the provision of examination accommodation, as determined by the UK CAA.

Internal CAE OAA Examinations

To ensure the proper organisation and conduct of internal CAE OAA examinations, the following procedures will be followed:

The ratio of invigilators to students will be sufficient to ensure efficient invigilation, and especially the prevention of communication between students by word of mouth, by signs, electronic means or by writing. If an invigilator detects any offence against examination regulations, he shall impound any physical evidence, the examination paper(s) and script(s) of the offending student and immediately report the matter in writing to the CTKI.

No unauthorised person shall be permitted in the examination room during any part of the examination.

The invigilator shall ensure that seating and other arrangements are such that involuntary viewing by any student of another's answers is difficult, and that any temptation to cheat is reduced to a minimum.

All maps, charts, pictures, or other objects likely to assist students in any way shall be removed from the examination room before the students are admitted.

A clock shall be placed in a position where it can be seen by all students.

Students shall be forbidden to take into the examination room any book, note or document other than those explicitly permitted by the examination regulations.

No student who leaves the examination room while the examination is taking place shall be allowed to return unless, at the discretion of the invigilator, a student may be granted leave to temporarily absent himself from the examination room through indisposition or for other personal reasons providing he is accompanied by an invigilator or other authorised person.

Individual Learning Plans

An Individual Learning Plan (ILP) is established in the student folder. The ILP is easy to read and summarises initial information and interventions as the course progresses. The ILP is the basis for which TKIs tailor teaching methods to individual needs. Students are kept aware of their ILP through their TKIs, CMs and GT Management.

Entrance Assessment

Irrespective of a student having been processed through Skills Assessment, all students will undergo an initial Entrance Assessment. This is scheduled during the pre-course admin day (normally the Tuesday prior to commencement of GT). The result is then entered into the ILP and the electronic class attendance register.

Data from the Entrance Assessment is used to help produce a class seating plan, and to assist TKIs make an initial impression of individual students' capabilities.

Differentiation

Differentiation takes into account the needs of all students and plans to ensure that they make expected progress. Awareness of the needs of specific groups will enhance the provision for individuals. ILPs record progress and interventions to address individual needs and TKIs shall refer to these in the student file.

Class dynamics are optimized with an initial seating plan. TKIs should use correct and varied question techniques to include all ability levels, and inclusion, and to keep students alert during lessons.

APP students undergo an assessment process prior to commencement of the course and this result is recorded in the ILP. Additionally there is an Entrance Assessment for all students whether assessed or not. These results offer initial guidance of ability levels within the group.

Lesson Structure

Lessons which are structured and well-planned create a purpose to learning. All lessons should be built upon the same underpinning foundations.

The success of 60 minute lessons depends upon clear objectives, pace, variety of activity, level of challenge and opportunity for reflection

TKIs should explicitly teach students how to learn, reflect and improve (examples of techniques are discussions with students about learning, explanation of topic, reading and thinking time, revision techniques, recording notes, summarizing).

Lesson Plans

The link between the EASA Part FCL syllabus and individual classroom lessons is the Lesson Plan (LP). LPs translate the training objectives into objectives to be achieved in each lesson. LPs are cross-referenced to training objectives, CBT and CAI presentations. They provide details of lesson content, timings, sequence of instruction, training methodology and training aids. LPs are stored centrally by the CTKI. A register of each lesson, each day, each week should be kept to determine that training is following the schedule laid down and acts as the final information that Instructors are following the lesson plans and that students are attending the lessons scheduled for that day, as required by EASA Part FCL. A full record of CBT is maintained within the (LMS).

Course Mentor

A Course Mentor (CM) is allocated to each phase of Ground Training (GT) by the Senior Theoretical Knowledge Instructor for Training Standards and Programmer. Where possible, the CM will remain in place for both phases of GT, with the proviso that he must instruct at least one subject to his course. TKIs will be allocated on a rotational basis. The CM is to act as POC for the course, monitor Individual Learning Plans (ILPs) and relay important information. Specifically, CM tasks include the following:

Attend the pre-course handover meeting and create a classroom seating plan.

Meet the course during the admin day – normally the Tuesday prior to course start. Ensure that the completed Entrance Test papers have been passed to GT Admin, from Customer Services. Adjust the seating plan if required to cater for weak/strong students.

Participate in the introduction for each new course commencing Phase 1, and a brief welcoming for courses starting Phase 2. This will be scheduled in the weekly programme.

Attend tutorial sessions as scheduled in the weekly programme – these should be used for general communication, feedback, discussion of ILPs and general guidance on academic issues. The first tutorial will be during the second week of phase 1.

Attend PB1 (phase 1 week 7) and PB2 (phase 2 week 5) – Progress Boards. Attend Training Reviews as necessary.

Relay important information to (and from) the course. This can often be given to, or received from, the course representative to disseminate.

Once the entire course has been issued with the CAE uniform arrange with the Graphics Department for the course photograph to be taken. A proforma will be in the CM folder.

Monitor attendance of students through the weekly register, ensure the register is returned to GT admin at the end of the week and discuss occurrences with the student concerned. Report recurring absenteeism to the CTKI. Ensure students attend recovery training as required. Note that attendance can be monitored through ETA as well.

Monitor CBT progress and completion in conjunction with the subject TKIs, and intervene/advise/manage students where necessary. Report continual non-CBT attendance to the CTKI. Incomplete CBT can result in withdrawal from EASA exams.

Arrange with GT Admin, towards the end of each phase, the Recovery Training program. Where possible arrange the timings and classroom for any Recovery Training prior to the respective School Finals. If that is not possible then arrange the Recovery Training after the SFs but prior to the EASA exams. Confirm with CTKI that attendance and CBT are 100% complete prior to School Finals.

Ensure that students are fully briefed regarding tests, finals and EASA examinations – ie the rules and what is expected of them. That includes the 6 minute PP presentation which should be given in the 3 or 4th week of Phase 1. Advise GT Admin that all Progress Tests (PT) have been completed so that reports can be filed.

Draft the GT narrative at the end of the phase – this must be complete immediately after the EASA results are available. These should be an accurate and descriptive overview of the student's application, attitude and ability.

Scheduled Events During Ground Training

The various events during GT are summarised below:

Phase 1

Week Event

- 1 CM to attend brief on Friday prior
- 2 Feedback 1. Tutorial 1.
- 6 PT1
- 7 PB1
- 10 Tutorial 2
- 12 SF1
- 13 Recovery Trg 1
- 14 Feedback 2. EASA 1.

Phase 2

- 2 Tutorial 3
- 4 PT2

- 5 PB2
- 9 Tutorial 4
- 10 SF2
- 11 Recovery Trg 2
- 12 Feedback 3. EASA 2.

Internal Validation/Quality Control of Ground Training

A system of internal validation is in place to ensure that the management, organisation and content of Ground Training, together with the quality and effectiveness of instruction, have enabled students to achieve the Training Objectives approved by the EASA. The Ground Training's policy and procedures for internal validation are contained in the CAE OAA Quality Manual.

TKIs are checked at least annually for their teaching competence and knowledge.

Any TKI who takes on extra subjects will be given sufficient training and time to learn the subject matter before being allowed to formally teach the new subject. The TKI will be subject to regular initial sampling checks for the first three months of teaching the new subject.

Data for internal validation comes from the following sources:

- Results of Progress Tests
- LMS Reports
- Course Mentors
- Student records and Progress Boards
- Instructor observations
- Management observations
- Student observations
- Feedback critiques
- Individual Learning Plans

Internal Validation of Lessons

The internal validation of Ground Training lessons is an integral part of the overall system for the internal validation/quality control of Ground Training.

Lessons are reviewed regularly to ensure they continue to achieve the approved training objectives. Any amendment to EASA Part FCL will be incorporated into these. Subject Matter Experts (SMEs) in Ground Training are responsible for checking that the content of Lesson Plans in their subject area complies with the latest amendment state of the training objectives. SMEs are also responsible for monitoring that the CBT content and CAI lessons continue to meet individual lesson objectives as detailed in Lesson Plans. Authorised amendments to the CBT and CAI lessons may be carried out only by the CGI's nominated Courseware Author. The tracking documentation for the internal validation system is maintained by the LMS coordinator.

Theoretical Knowledge Instructor Standardisation

Recruitment of TKIs

Prospective TKIs must have a background in aviation. Additionally, they should have experience of instructing. The process of recruitment is as follows:

CVs assessed by CTKI.

Interview

The panel consists of HT and CTKI or CTKI plus a STKI. Optionally, a member of the HR team can be present, either in addition to the two permanent panel members, or as a replacement for the junior member.

Demonstration Lesson

This is a lesson within the ATPL(A) EASA syllabus that is delivered by the prospective TKI. The duration is a minimum of 30 minutes. The process is led by the STKI Standards, in a classroom environment and includes several TKIs who will act as the student audience. At least one of these TKIs will be current in delivering the demo- lesson topic. Each TKI will submit a written summary of their impression to the STKI Standards.

Decision

The CTKI in conjunction with the HT will consider the performances at interview and demo-lesson to determine if a candidate is suitable for employment as a TKI.

* Note that CAE OAA AMS and CAE OAA BRU will follow the above process using the Training Manager (TM) in place of the CTKI.

Initial Standardisation

A new TKI will undergo initiation training into the company. This is normally delivered by HR and the Health and Safety representative. Once this is completed the new TKI is ready to commence professional training within GT, as follows:

A subject mentor will be appointed to guide the new TKI through the subject material and the process of lesson delivery. The subject mentor should be a full-time and current TKI who teaches the subject on a regular basis (Note this is not necessarily the SME).

The new TKI will observe lessons in the classroom and practice lesson delivery under the guidance of the subject mentor, until such time as the subject mentor is content that the new TKI is able to teach the subject.

The subject mentor will inform the STKI Standards when the new TKI is considered competent to teach that particular subject.

STKI Standards will then conduct a formal assessment during a lesson delivered by the new TKI and complete the TKI Standardisation form. This is to be signed by the assessor and the new TKI. This completes the approval process for a new TKI to teach a particular subject. (Note that this assessment can also be conducted by the CTKI or the DCTKI).

The subject mentor will continue to monitor the performance of the new TKI as required, ensuring that subject knowledge and instructional techniques are maintained to a high standard.

The duration of this process will differ for each new TKI, depending on their previous experience. However, this process must be complete prior to confirming a satisfactory probation.

Recurrent Training

TKIs will undergo a standardisation lesson with a frequency of at least once per annum. This can be a no-notice or a pre-warned lesson. The assessment is recorded on the TKI Standardisation form and signed by the assessor and the TKI under assessment.

The STKI Standards (or CTKI or DCTKI) can, at any time, perform a no-notice standardisation check on any TKI.

New Subject

A TKI delivering a subject that he has not previously taught at CAE OAA, will be allocated a subject mentor as per the TKI process above. The final assessment can be conducted by the subject mentor in lieu of the STKI Standards.