

TRAINING POLICY

Flight Training

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Course Aims

The aim of the Airline Preparation Programme First Officer (APPFO) and the Modular Waypoint courses are to train pilots to the level of proficiency necessary to enable them to gain a ME CPL/IR (Frozen ATPL(A)) and, thereafter, to operate successfully as a First Officer on multi-pilot, multi-engine aeroplanes in commercial air transportation.

Consequently, the course comprises the theoretical, flight and synthetic training specified in EASA Part FCL to qualify for licence issue plus, to better prepare graduates for their role in an airline, additional training via the First Officer Fundamentals and Multi Crew Co-Operation/ Jet Orientation Course modules and the opportunity to gain a Foundation Degree in Air Transport Management.

Objectives

Besides achieving licence issue, the main objective is to provide the student with a broad, well rounded course that will best equip them for their professional flying career delivered in a safe, structured and efficient manner. Within this main objective the consequent sub objectives are:

- To achieve excellent results, consistently
- Provide a climate for learning in a conducive environment
- To respect and value students
- Deliver structured lessons within the syllabus
- Respect and cater for the differing cultural backgrounds of students
- Assess, record the progress of and give clear guidance to students
- Maintain professional standards of performance and behavior

Training Syllabi

The Theoretical Knowledge (TK), Flight and Synthetic Flight training syllabi, lesson plans and training objectives are covered in detail in the training manuals of the various courses. The content of the ground, synthetic and flight lessons are to be approved by the Head of Training before publication by the Chief Theoretical Knowledge Instructor (CTKI), the EASA Training Manager Phoenix and the Chief Flight Instructor – Single Pilot Aircraft (CFI SPA) – Oxford.

All students are issued with Students' Study Guides and Training Manuals on arrival, which gives details and practical advice on all exercises in the flying syllabus. Students are expected to study the relevant chapters, particularly in the early stages of the flight training phase, and to prepare themselves thoroughly for each lesson.

Training Programme

Following Theoretical Knowledge Training (TK) the training programme is as follows:-

Foundation Flight Training

Foundation Flight Training takes place at CAE OAA (Phoenix). The phase lasts for approximately 22 weeks and students undertake 146.5 hours of flight training and such theoretical ground training as is required to support the flight training. The flying programme is co-ordinated by the EASA Training Manager and delegated to the Scheduler. FNPT2 Simulator training is integrated into the flying day. Flying is normally scheduled for one day of each weekend. Programme Managers may allow the syllabus sequence to be as required to achieve the best rate/continuity of learning, however, this cannot be done where this may have a detrimental effect on a student.

FIs should seek advice from the Training Manager/CFI/Head of Training before adjusting the programme.

Advanced Flight Training

The Advanced Flight Training Phase is conducted at CAE OAA (Oxford), and lasts approximately 13 weeks and comprises 22.8 hours of flight and 30 hours of FNPT2 training which culminates in the Instrument Rating Skill Test (IRT). The daily flying programme is co-ordinated by the Operations Staff with arrangements for student flying normally being delegated to the individual flight instructor. Programme Managers may allow the syllabus sequence to be varied as required to achieve the best rate/continuity of learning, however, this cannot be done where this may have a detrimental effect on a student.

Synthetic (MCC/JOC) Training

The Synthetic Flight Training programme is ordinarily conducted at CAE OAA (Oxford) and is normally completed within 4 weeks, CAE OAA (Brussels) may also be used if necessary. The JOC is integrated into the MCC part. It comprises 25 hours' ground training, and 40 hours in a twin jet B737- MCC or CRJ-200 FNPT2.

Instructional Methods

Syllabus

Instructors are to follow the training syllabus and specifications with their students as detailed in the Training Manuals. However, it is recognised that it may not always be possible to follow the exact sequence as promulgated owing to weather or other considerations, in which case the sequence should be followed as closely as possible. Instructional methods are to conform to guidance issued by the Head of Training and procedures in the Instructor's Handbook and Student Study Guide.

Integration of Syllabi

All Theoretical Knowledge Training will have normally been completed before the start of Flight Training. Use of the Student's Study Guide in conjunction with pre-flight briefings will ensure the integration of theoretical knowledge into flight training. The sequencing of flight and FNPT2 training in the syllabus ensures the best integration of the 2 types of training.

Briefing and Debriefing

In order to extract the maximum benefit from dual, solo and SPIC flight and FNPT2 lessons, instructors are to fully brief their students on the requirements of the exercise before flight. On completion, students are to be debriefed on their performance and, on dual and SPIC flights and FNPT2 lessons, be given constructive criticism on areas where improvement is necessary. Written Flight Assessment Records must reflect accurately the verbal debriefs.

Student Progress

For each dual flight/FNPT2 exercise (and each element within the exercise), the performance of the student will be rated in accordance with one of the following assessments which best describes the students' demonstrated ability:

ETA (Electronic Scheduling and Reporting tool)

Overall assessment:

SATISFACTORY

- Individual exercise elements were up to a satisfactory Standard.

UNSATISFACTORY

- Some individual exercise elements were not up to an acceptable standard.

INCOMPLETE

- Some elements were not flown.

Individual Line Grades:

4 – EXCELLENT

- Aircraft Handling was smooth and accurate.
- Technical Skills and knowledge meet a higher than expected level of competency.
- Threat and Error Management (TEM) and flight management skills are exceptional and indicate a continuously accurate situational awareness (SA).

3 – MEETS STANDARD

- Aircraft handling is within allowable tolerances.
- Technical skills and knowledge meet the expected level of competency.
- TEM and flight management skills are effective and indicate SA has been maintained.
- Errors were minor, corrected and managed effectively.

2 – MARGINAL

- Aircraft handling includes one significant deviation from allowable tolerances, correction was timely and safety was not compromised.
- Technical skills and knowledge at the minimum standard of competency.
- TEM and flight management skills meet the minimum level of competency. There were lapses in SA but these were corrected and there was no loss of safety.

1 – FAIL

- Aircraft handling includes more than one significant deviation from allowable tolerances, correction was not timely and/or safety was compromised.
- Technical skills and knowledge do not meet the minimum standard of competency.
- TEM and flight management skills were ineffective. There were lapses in SA which were not identified or corrected and there was a risk to safety.

Students must achieve at least a numerical grade of 2 on each lesson before progressing to the next. In order to be awarded a Grade of 3 - 4, the student must fly within the course tolerances (appropriate to the stage of training) specified in the Training Manuals.

The Flight Assessment Record Sheet, generated on ETA will be used to objectively score and, if necessary expand in writing, the Student's performance on the flight. The narrative should expand on assessments of 1 or 2, and also list any exercises not completed and include recommendations for remedial training where appropriate. Students are required to sign all their individual flight assessment record sheets to confirm they have read and understood the content. These reports provide an essential continuity record of the student's progress and facilitate a smooth handover to another instructor should that be necessary.

Training Standards

The CFIs and CTKI are responsible to the Head of Training for the overall maintenance of training standards and setting the required levels of student performance for each phase of the course.

All Progress Reports, Ground Training and Synthetic Flight assessments of technical ability and personal qualities will also be assessed by individual instructors. Detailed criteria for assessing flight exercises are given in the Training Manuals.

Numerical grading of flying, synthetic flight and ground training tests will be used to assess a student's overall performance on the course. Such assessment will also be used when CAE OAA training staff are selecting students for the annual CAE OAA Awards.

Flight Tests

Progress Tests

The following Progress Tests are undertaken during Flight Training:

Progress Test 1

This Test should be attempted after 20.8 hours training. The test is a basic circuit discipline detail and should last approximately 1.2 hours.

Progress Test 2

This test should be attempted after 40.1 hours. The test is a Navigational Progress Test.

Progress Test 3

This test should be attempted after 120.7 hours. The test is an Applied Instrument Test.

Progress Test 6

The Progress Test 6 should be attempted after 195.8 hours training (47.3 at Oxford), normally including a minimum of 40 hours synthetic flight training. The test will be conducted by a CAE examiner who is specifically authorized to conduct PT6. The test format is the same as that for the Instrument Rating Skill Test and details are contained in CAA Standards Document 1, issued to all students. All students must pass this test before being presented for the Instrument Rating Skill Test.

Licence Skill Tests

Multi-Engine CPL Skill Test (Progress Test 4)

This test should not be attempted until all syllabus items have been completed and not before 146.5 hours of training unless specifically authorised by the HT or CFI.

Prior to attempting the CPL Licensing Skills Test, the multi-engine theoretical examination must have been passed. This theoretical examination consists of one of three 45 multiple choice question papers. The pass mark is 75%. Answer sheets, mass & balance and performance graphs are provided. The examination is administered and marked by the student's Instructor under the guidance of the local CFI.

The Skill Test will be conducted by a FE CPL (ME). Details of the test format are contained in CAA Standards Document 3, issued to all students.

Where a student fails this test, additional training will be agreed and provided as necessary before a second attempt.

Limited Panel Check (Progress Test 5)

This is a check on FNPT, which is a part of the ME IR Skill Test. It consists of limited panel exercises.

IR Skill Test

This test should not be attempted until all syllabus items have been completed and not before 196 hours of training. The test is conducted by a CAA approved Instrument Rating Examiner (IRE). Details of the test format are contained in CAA Standards Document 1, issued to all students.

Each time a student undertakes a Progress Test or Skill Test it is known as an 'Attempt'. 'Attempts' are grouped into 'Series'. There are 2 Attempts in each Series.

A 'Pass' will be awarded when all sections of the test are passed in one attempt.

A student failing only one section at the first attempt in a Series shall have gained a 'Partial Pass' and will be required to take the Departure Section 1 and the failed Section again. After a full fail (two sections failed at first attempt) the applicant will proceed directly to Series 2 Attempt 1 following a period of mandatory retraining.

The Examiner specifies the retraining he/she thinks necessary to address the applicant's weaknesses and may use discretion in specifying the items to be covered, hours to be flown and whether it be aeroplane and/ or synthetic training.

A student who does not achieve a pass in two series of any Test will be subject to review action.

Safety Training and Supervision

It is the responsibility of every CAE OAA employee and student to promote and observe good Flight Safety practice. A local Flight Safety Manager is appointed and can be assisted by a deputy. The Terms of Reference and contact details of the Flight Safety Manager are shown in the Operations Manual. To enhance Flight Safety and to ensure that students remain receptive to instruction and do not suffer from excessive fatigue whilst on the course, duty and rest periods, periodic dual checks and dual/solo ratios are specified in the Flight Crew Operations Manual (FCOM) Flight crews are to ensure that these provisions are properly adhered to, interpreted sensibly and that no flight is made when fatigue is likely to endanger the safety of any aircraft or persons.

Duration and Ratio of Dual and Solo Flights at Various Stages.

Normally, individual student flying exercises will not exceed 2½ hours.

The duration and sequence of flying exercises are to follow the published syllabus such that the relevant dual/solo ratios and duration of flights for the appropriate phases are not exceeded.

Flying Duty Periods and Minimum Rest Periods.

These are detailed in the CAE OAA Flight Crew Operations Manual (FCOM) Part A, Para 7 - Flight Time Limitations.

Self-programmed study after normal duty hours should be based upon remaining rested and to be fit for further classroom study, flying and synthetic flight training.

Discipline

Discipline is an essential element in commercial aviation and all students are required to abide by the regulations established by CAE OAA. In particular, punctuality and attendance will be monitored and any breaches reported. Students are to wear the CAE OAA uniform, when issued, and are expected to maintain a smart appearance in keeping with that of a commercial airline pilot. Proper footwear must be purchased privately which is suitable during the Flight Training phase as incorrect shoes can cause a flight safety hazard; long pointed toes or high heels are not to be worn in any training aircraft.

Personal behaviour must also be to a high standard and behaviour which inconveniences or disturbs others will not be tolerated. A high degree of self-discipline will be expected as students are taught to be responsible for their actions. Flying discipline is to be of the highest order. Any breaches of CAE OAA or published aeronautical regulations may result in review action and could lead to termination of training.

Students are trained in aviation regulations and expected to understand the implications of breaking these rules including the likelihood of prosecution by the appropriate Authority. Regulations are contained in the ANO, UK AIP, CAE OAA NOTACS, and CAE OAA Operations and Training Manuals, FAR / CASRs and Airport Facilities Directory (AFD) and CARS as appropriate.

A student may be placed on review for reasons of discipline. The administrative procedure will be the same as that for a review for unsatisfactory progress in training.

Leave Of Absence During Training

A period of official course leave is allowed and will be promulgated as part of each course schedule.

CAE OAA (Oxford and Melbourne) normally close at Christmas between Christmas Day and the New Year's Day public holiday. CAE OAA (Phoenix) remains operational between the Christmas and New Year public holidays. Students who are programmed for leave, or who have an authorised leave of absence, should make their travel arrangements well in advance bearing in mind the scarcity of public transport available in the UK, USA and Australia over public holidays.

Provision is not made for supplementary tuition should students arrive back late from Leave of Absence for any reason.

To avoid disruption to the training programme Leave of Absence will not normally be granted at any other time during the course except under exceptional circumstances. Should leave be granted in such cases the CAE OAA 'Application for Leave' proforma must be completed and signed before departure. Failure to comply with these procedures may result in disciplinary action.

Training Effectiveness

Preparation

To maximise training effectiveness, instructors are responsible for ensuring that students are briefed in preparation for flights and synthetic flight exercises. Nevertheless, it is the responsibility of individual students to ensure that they are prepared for each event in every way: they must have the appropriate equipment, manuals and checklists and have studied the relevant part of the Student Study Guide for the particular flying exercise. Instructors will report on the student's performance on each flying or synthetic flight exercise and will note any shortcomings in the individual's preparedness and punctuality.

Instructor Changes

In order to enhance continuity of training, permanent flight instructor changes are normally kept to a minimum. Notwithstanding this principle, a student will have an instructor change routinely when moving from CAE OAA Phoenix to the UK, or may have one in the progression from VFR training to IFR training. In addition an instructor change will be occasioned when moving from the IFR phase to MCC/JOC.

Instructor changes may also be occasioned for administrative reasons (e.g. new/ retiring staff). In all circumstances, the Operations Manager will promulgate the change and ensure that the student is interviewed to explain the reasons for the change and any implications this may have.

A student may, through the CFI, request a change of instructor.

Review action could result in a change of instructor where appropriate.

For the purposes of this instruction the following are not regarded as instructor changes:

- Covering for holiday or illness.
- Progress Tests and Skill Tests.
- Occasional flight lessons to ensure flying continuity.

Routine Progress Monitoring

Students' progress is monitored continually by the appropriate instructor via the flight assessment reports generated on ETA and, more particularly, by assessing Progress or Skill test results.

Where possible, instructors should attend the debrief of Progress or Skill Tests carried out on his or her students and note any areas where training may have been deficient or non standard. Flight instructors who detect what they believe to be a common deficiency in training will report this to the CFI and/or the Head of Training who will also review training received by each course through a Course Critique on completion of training. The CFI is responsible to ensure a common standard of testing is maintained and to detect any undesirable trends in training

Review Procedures

Students who make unsatisfactory progress become subject to review action, as described below. In all cases, the Head of Training, the CFI or the CTKI will convene a Training Review on the advice of the applicable Course Mentor or Flying Instructor who should also attend the review.

Unless special arrangements with particular sponsors are in force, if a student does not achieve the required standard in flight training he will be placed on review for the following:

- Failure to go solo in the prescribed number of hours.
- Consistently achieving unsatisfactory assessments for a particular exercise or series of exercises.
- Failing to pass a Progress Test series such that remedial flight training is necessary or twice failing the same section of a test.

The outcome of the Review is recorded specifying the reason for the Review action and will lay down any extra training required and further action to be taken. An instructor change will be made if appropriate.

Suspension or Termination of Training.

Suspension or termination of training will always be preceded by review action specified above. If, during the period of review, it is apparent that the student is not improving and is unlikely to reach a satisfactory standard by the end of the review period, the student will be formally warned in writing that suspension or termination of training will occur unless the required standard is reached. The warning will be delivered during an interview with the Head of Training

or, in his absence, his nominated deputy. The student will be required to sign the warning. Should suspension or termination action be decided, the student will be informed by the Head of Training or his deputy. All departments will be informed by a 'Suspension' or 'Termination' notice.

Validation of Training Effectiveness

To provide effective feedback, internal verification of training effectiveness is carried out at all stages and levels, and between departments.

Liaison between departments is essential to the smooth, sequential and effective progress of students. The Course Planning Committee in conjunction with the CM CAE OAA Phoenix, Operations Manager CAE OAA, the Multi Pilot Training Co-ordinator and the CFI CAE OAA are responsible for co-ordinating the planning of courses and the progress of students through the

training departments. The Operations Support Department of CAE OAA is responsible for coordinating student reports involving contributions from more than one department.

Training effectiveness is measured in 3 ways:

- Student performance in external examinations and Skill Tests
- Instructor standardization is effected by evaluation and sampling in either an aircraft or simulator according to a programme conducted by members of the Standards Team or by CAA Standards Inspectors. Such checks will examine both standards of instruction and training effectiveness. FNPT2 training sorties form an integral part of the flying syllabus and will follow procedures laid down for the flying elements. The CFI is responsible for the standardisation and training effectiveness of flight instructors carrying out flight training.
- Feedback from students following completion of their course of training.

The Head of Training will ensure that Standardisation is discussed on a regular basis with the CFIs, and the CMCCI, and that they in turn brief their respective staff on any issues.