

**Template: Training Manual (TM)**

Appendix 02 to FOCA GM/INFO «Operations and Training Manual Certification Leaflet»



TM

Source: imago GmbH, 13127 Berlin

|  |  |
| --- | --- |
| Scope | Training Manual (TM) published as a template in Word format, based on ORA.ATO.130/230. |
| Applies to | Training organisations wishing to establish a manual system in order to become an Approved Training Organisation (ATO) |
| Valid from | 28.06.2022 |

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| Distribution  | Internal / External  |

**Completion guidance**

The information provided solely represent a possible means of how to provide the required information. An organisation must add further information or adapt the template to **their specific needs**.

* The content of this template is typically established for a non-commercial Pilot Licence ATO, either for Aeroplane or Helicopter including instrument flight. The content can easily be adjusted to any category of Aircraft (Sailplane and/or Balloon) and/or amended with specific topics, such as Area 100 KSA, TRI, SFI, etc. as required by a commercial Pilot Licence ATO.
* The first two pages of this Word template is to be deleted by the organisation when adapting this template. This can be done by clicking the red button below.
* Text shown in blue italic indicates where the organisation needs to provide its own specific information or data.
* In addition, all references to manuals, chapters and sub-chapters are shown in blue and are to be verified to ensure compliance with the ATO specific and own documentation.
* This template is regularly revised, based on recent regulatory changes and identified improvements and/or corrections. Prior submission to FOCA prospective training organisations applying for an initial certification are required to set the change ident and list of effective chapters according to the initial issue– Issue 1, Revision 0.

Log of revision

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Issue** | **Revision** | **Highlight of Revision** |
| 08.02.2022 | 1 | 3 | Updated completion guidance, amended authorization for tests, renamed chapter 1.9 into «Assessments, tests and examinations», integrated development of training courses, updated review procedures. |
| 28.06.2022 | 1 | 4 | Term fuel amended with energy and volcanic ash considerations added |
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Cover Page

Name of organisation

Address

Contact information

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LoR Log of Revision

LoR REV0 / TBD

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| --- | --- | --- | --- |
| Date | Issue | Revision (REV) | Changes |
| dd.mm.yyyy | 1 | 0 | First Issue |
| … |  |  |  |

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LoApp REV0 / TBD

List of effective syllabi

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| Index | Name/Labelling | Version | Revision | Effective Date |
| S01 | Light aircraft pilot licence LAPL(H) | 01 | 00 | dd.mm.yyyy |
| S02 | Private pilot licence PPL(H) | 01 | 00 | dd.mm.yyyy |
| S03 | Type rating R22 | 01 | 00 | dd.mm.yyyy |
| S04 | Generic helicopter type rating | 01 | 00 | dd.mm.yyyy |
| S05 | Night rating (H) | 01 | 00 | dd.mm.yyyy |
| S06 | Light aircraft pilot licence LAPL(A) | 01 | 00 | dd.mm.yyyy |
| S07 | Private pilot licence PPL(A) | 01 | 00 | dd.mm.yyyy |
| S08 | Night rating (A) | 01 | 00 | dd.mm.yyyy |
| S09 | Mountain rating (A) | 01 | 00 | dd.mm.yyyy |
| S10 | Class rating SEP(A) land | 01 | 00 | dd.mm.yyyy |
| S11 | Class rating SEP(A) sea | 01 | 00 | dd.mm.yyyy |
| S12 | Class rating TMG | 01 | 00 | dd.mm.yyyy |
| S13 | Aerobatic rating | 01 | 00 | dd.mm.yyyy |
| S14 | Type rating Agusta A119 | 01 | 00 | dd.mm.yyyy |
| S15 | Class rating Pilatus PC-12 | 01 | 00 | dd.mm.yyyy |
| S16 | Class rating MEP(A) land | 01 | 00 | dd.mm.yyyy |
| S17 | Single-engine instrument rating IR(A) (modular) | 01 | 00 | dd.mm.yyyy |
| S18 | Single-engine instrument rating IR(A) (CB) | 01 | 00 | dd.mm.yyyy |
| S19 | Multi-engine instrument rating IR(A) (modular) | 01 | 00 | dd.mm.yyyy |
| S20 | Multi-engine instrument rating IR(A) (CB) | 01 | 00 | dd.mm.yyyy |
| S21 | Commercial pilot licence CPL(A) (modular) | 01 | 00 | dd.mm.yyyy |
| S22 | Airline transport pilot licence ATPL(A) (theory modular) | 01 | 00 | dd.mm.yyyy |
| … |  |  |  |  |

List of effective forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Index | Name/Labelling | Version | Revision | Effective Date |
| F01 | Qualifications-rapport FI-Trainee | 01 | 02 | dd.mm.yyyy |
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LoA List of Abbreviations

LoA REV0 / TBD

The following abbreviations are within this appendix:

| Abbreviation | Definition |
| --- | --- |
| AIP | Aeronautical Information Publication |
| APP | Appendix |
| ATO | Approved Training Organisation |
| ATT | Attachment |
| BPL | Balloon Pilot Licence |
| CB | Competency Based |
| CBT | Computer Based Training |
| CH | Confoederatio Helvetica (Switzerland) |
| CL | Certification Leaflet |
| dd.mm.yyyy | Date format - Day-Month-Year |
| DDL | Deferred Defect List |
| EASA | European Aviation Safety Agency |
| EIR | En-route Instrument Rating |
| FCL | Flight Crew Licence |
| FOCA | Federal Office of Civil Aviation |
| FSTD | Flight Simulation Training Device |
| HT | Head of Training |
| IR | Instrument Rating  |
| LAPL | Light Aircraft Pilot Licence |
| LoA | Log of Abbreviations |
| LoAPP | List of Appendices |
| LoC | List of Effective Chapters |
| LoR | Log of Revisions |
| MEL | Minimum Equipment List |
| OM | Operations Manual |
| OMM | Organisation’s Management Manual |
| PPL | Private Pilot Licence |
| REV | Revision |
| SPL | Sailplane Pilot Licence |
| TBD | To Be Defined |
| TKI | Theoretical Knowledge Instructor |
| TM | Training Manual |

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# Introduction

Part 0 REV0 / TBD

The Training Manual (TM) is the main instrument by which ATO Name defines controls, provides and standardises training.

It has been developed with considerations of the applicable Annexes to the Regulation on Air Crew and relevant Acceptable Means of Compliance (AMC) and Guidance Material (GM). Refer to OMM, Chapter 1.6 «Relevant Standards and Requirements».

Syllabi defining training courses are maintained in the appendices of the TM. For the applicable syllabi, refer to the Training Manual (TM), LoApp «List of Appendices», sub-chapter «List of effective syllabi».

The content of the Training Manual (TM), specifically all syllabi, are elements of the training course approval as documented on the attachment to the Approved Training Organisation Certificate.

# The Training Plan

Part 1 REV0 / TBD / APP

## The aim of the course

1.1 REV0 / TBD

The aim of the course is a statement of what the student is expected to achieve as a result of the training, level of performance and the training constraints.

For statements defining the aim of all applicable training courses, refer to the respective syllabus.

## Pre-entry requirements

1.2 REV0 / TBD / APP

Pre-entry requirements are qualifying criteria that must be met before commencing a specific training course.

For statements defining, the pre-entry requirements of all applicable training courses refer to the respective syllabus.

## Credits for previous experience

1.3 REV0 / TBD / APP

Experience related to former licences, certificates, ratings and flight time may count as credit towards the concerned training course.

For statements defining, the credits for previous experience refer to the respective syllabus.

## Training syllabi

1.4 REV0 / TBD / APP

A syllabus outlines, lists and summarises topics to be covered in a training course in compliance with the respective regulation. Individual syllabi defining training courses are subject to prior approval and are part of the certificate of the approved training organisation.

For the syllabi defining the applicable training courses refer to the Training Manual «LoApp List of Appendices».

## The time scale

1.5 REV0 / TBD / APP

For time scales and schedules of all applicable training courses, refer to the respective syllabus.

## Training programme

1.6 REV0 / TBD

|  |  |
| --- | --- |
| The general arrangement of daily and weekly programmes1.6.1 REV0 / TBD | * For the guidance and method to coordinate and plan the daily and weekly programme, refer to OM A Chapter 1.6 «Preparation of flying programme».
 |
| Bad weather constraints1.6.2 REV0 / TBD | * OM A Chapter 1.6 «Preparation of flying programme»;
* OM C Chapter 3.4 «Weather minima (flying instructors)»; and
* OM C Chapter 3.5 «Weather minima (students - at various stages of training)».
 |

### Programme constraints in terms of maximum student training times

1.6.3 REV0 / TBD

Without prejudice of an approved training course, the following constraints in terms of maximum student training times apply:

|  |  |
| --- | --- |
| Theoretical knowledge instruction | In general, a maximum of eight lessons per day shall be considered when planning theoretical knowledge instructions |
| FSTD session | Students shall not complete more than three simulator training sessions per day |
| Flight session | OM A Chapter 1.15 «Flying duty period and flight time limitations (students)» |

|  |  |
| --- | --- |
| Restrictions in respect of duty periods for students1.6.4 REV0 / TBD | * Refer to OM A Chapter 1.15 «Flying duty period and flight time limitations (students)».
 |
| Duration of dual and solo flights at various stages1.6.5 REV0 / TBD / APP | * For provisions, related to dual and solo flights refer to the respective training course syllabus.
 |
| Maximum number of flying hours in any day or night1.6.6 REV0 / TBD | * Refer to OM A Chapter 1.15 «Flying duty period and flight time limitations (students)»
 |
| Maximum number of training flights in any day or night1.6.7 REV0 / TBD |
| Minimum rest period between duty periods1.6.8 REV0 / TBD |

## Training records

1.7 REV0 / TBD

|  |  |
| --- | --- |
| Rules for security of records and documents1.7.1 REV0 / TBD | * Refer to OMM Chapter 10.1 «Record Keeping and Archiving».
 |
| Attendance records1.7.2 REV0 / TBD | * The attendance during a training course is recorded in the *syllabus / individual control sheet / etc.*
* For the classroom attendance record refer to the Training Manual «*LoApp List of Appendices*»
 |
| The form of training records to be kept1.7.3 REV0 / TBD | * Refer to OMM Chapter 10.1 «Record Keeping and Archiving» and OM A Chapter 1.12 «Flight crew qualification records (licences and ratings)».
 |
| Persons responsible for checking records and students’ log books1.7.4 REV0 / TBD | * «Process for checking of students’ training records and logbooks entries» - see table below
 |
| The nature and frequency of record checks1.7.5 REV0 / TBD |
| Standardisation of entries in training records1.7.6 REV0 / TBD |
| Rules concerning log book entries1.7.7 REV0 / TBD | * Refer to OM A Chapter 1.18 «Pilot’s log book»
 |

Process for checking of students’ training records and logbooks entries

| Nature  | Task  | Frequency  | Responsibility |
| --- | --- | --- | --- |
| Flight training session/units | Establishing, amending and revising individual training records | Continuously | Instructor |
| Progress test/check | Check student progress and performance | According to approved syllabus | Assigned instructor |
| Test/check/examination | * Check completeness and correctness of the training performed
* Verify the training records accurateness and completeness
* Recommendation/registration for check
* student file management
 | Completion of training | Head of Training |
| Management review and standardisation | Review information provided, training records entries for:* compliance with internal and external standards;
* accurateness;
* readability;
* intelligibility.

Consider results for the next standardisation training and for the ATO personal standard evaluation. | Yearly | Head of Training |

## Safety training

1.8 REV0 / TBD / APP

|  |
| --- |
| Individual responsibilities1.8.1 REV0 / TBD / APP |
| Essential exercises1.8.2 REV0 / TBD / APP |
| Emergency drills (frequency)1.8.3 REV0 / TBD / APP |
| Dual checks1.8.4 REV0 / TBD / APP |
| Requirement before first solo day, night or navigation etc.1.8.5 REV0 / TBD / APP |

Safety training is the skill acquisition for the handling of abnormal and emergency situations. Training details for abnormal and emergency procedures, practices and manoeuvers are to be found in individual session plans/air exercises in the syllabus of the applicable training course.

As relevant to the session progress and the student’s needs:

* additional explanations and/or instructions shall be provided; and/or
* single exercises repeated or extensively practiced.

Instructors are to ensure, that the:

* provided training for abnormal and emergency procedures, practices and manoeuvers is according to the content of the applicable syllabus and associated session plans; and
* student fulfils prerequisites, experience requirements and passed tests/checks as applicable to the syllabus and intended session.

## Assessments, tests and examination

1.9 REV2 / TBD

### Flying

1.9.1 REV0 / TBD

|  |  |
| --- | --- |
| Checks and tests | Requirements |
| **Flying training** | Progress check | A progress test is a method to evaluate the student’s level of achieved knowledge and skill measured against defined learning objectives/standards of performance of the applicable training course. | * Refer to TM Part 2 Chapter 2.7 «Progress tests»
 |
| Skill test | Skill test means the demonstration of skill for a licence or rating issue including oral examination as required. | * Refer to FOCA Examiner Guide EASA Part FCL AEROPLANE / HELICOPTER

[on-line] Available (09.05.2016) <https://www.bazl.admin.ch/dam/bazl/de/dokumente/F%C3%BCr_Fachleute/Ausbildung_und_Lizenzen/Ausbildungsorganisationen/examiner_guide_easapartfclaeroplane.pdf.download.pdf/examiner_guide_easapartfclaeroplane.pdf>[on-line] Available (03.01.2018) <https://www.bazl.admin.ch/dam/bazl/it/dokumente/Fachleute/Ausbildung_und_Lizenzen/Ausbildungsorganisationen/examiner_guide_easapartfclhelicopter.pdf.download.pdf/examiner_guide_easapartfclhelicopter.pdf> |

### Theoretical knowledge

1.9.2 REV2 / TBD

|  |  |
| --- | --- |
| Tests and examinations | Requirements |
| Theoretical knowledge instruction | Progress test | A progress test is a method to evaluate the student’s level of achieved theoretical knowledge measured against the defined learning objectives of the applicable training course. | * Refer to TM Part 4 Chapter 4.5 «Progress testing»
 |
| Theoretical knowledge examination | The formal Part FCL examination of the candidate’s theoretical knowledge and proficiency for the issue of a specific licence or rating measured against the applicable learning objectives. | * students must have completed the appropriate elements of the theoretical knowledge instruction to a satisfactory standard;
* applicants shall take the entire set of theoretical knowledge examinations as applicable to the concerned licence and/or rating;
* all the required subjects shall be completed within a period of 18 months counted from the end of the calendar month when the applicant first attempted an examination;
* applicants shall only take the theoretical knowledge examination when recommended by the Head of Training (HT).
 |

* For all categories of licences, applicants shall sit the respective Part FCL theoretical knowledge examination with FOCA. The successful completion of the examinations will be valid:

|  |  |  |
| --- | --- | --- |
| Licence / Rating | Period | Counted from |
| LAPL, PPLBPL, SPL | 24 months | * the day when the pilot successfully completes the theoretical knowledge examination.
 |
| CPL, IR, EIR, CB-IR | 36 months |
| ATPL | 7 years | * the last validity date of an IR entered in the licence
 |

### Authorisation for test

1.9.3 REV2 / TBD

| Step | Task | Reference | Responsibility |
| --- | --- | --- | --- |
| Review for initial or resit | Part FCL Examination | * Evaluate that the student has:
* achieved the required level of knowledge;
* completed all the appropriate subjects and in the case of resit, successfully completed remedial training;
* passed all the progress tests.
* Ensure that the examination can be passed successfully in all applicable subjects.
 | TM Part 4 Chapter 4.4 «Student progress» | Head of Training |
| Skill test | * Ensure that:
* all subjects of the applicable syllabus are completed;
* in case of resit the remedial and corrective training is successfully completed;
* the appropriate experience requirements are achieved and all training course requirements and time constraints are fulfilled;
* if applicable, the theoretical knowledge examination has been passed and within the validity period;
* the candidate has achieved the required knowledge and skill and can be recommended for skill test.
* Complete the student’s training records and ensure accurateness and completeness.
 | TM Part 2 Chapter 2.5 «Student progress» | Assigned instructor |
| TM Part 1 Chapter 1.9.2 «Theoretical knowledge» |
| TM Part 1 Chapter 1.7 «Training records» |
| Application Administration | * Fill in the applicable application/registration form.
 | TM Part 1 Chapter 1.9.5 «Test reports and records» | Student |
| * Check application/registration form for accurateness and completeness.
 | Assigned instructor |
| Verification | * Check completeness and correctness of the training performed.
* Verify the training records for accurateness and completeness.
 | TM Part 1 Chapter 1.7 «Training records» | Head of Training |
| Authorisation | * Verify the registration form for accurateness and completeness.
* Sign registration form and confirm training course completion.
* The recommendation for theoretical knowledge examination shall be valid for 12 months.
* Perform student file management.
* Ensure that the student training records are available/accessible to the examiner.
 |

### Rules concerning refresher training before retest

1.9.4 REV0 / TBD

* Refer to:
* TM Part 4 Chapter 4.6 «Review procedure»; and
* FOCA Examiner Guide EASA Part FCL AEROPLANE / HELICOPTER

[On-line] Available (09.05.2016) <https://www.bazl.admin.ch/dam/bazl/de/dokumente/F%C3%BCr_Fachleute/Ausbildung_und_Lizenzen/Ausbildungsorganisationen/examiner_guide_easapartfclaeroplane.pdf.download.pdf/examiner_guide_easapartfclaeroplane.pdf>

[on-line] Available (03.01.2018) <https://www.bazl.admin.ch/dam/bazl/it/dokumente/Fachleute/Ausbildung_und_Lizenzen/Ausbildungsorganisationen/examiner_guide_easapartfclhelicopter.pdf.download.pdf/examiner_guide_easapartfclhelicopter.pdf>

### Test reports and records

1.9.5 REV0 / TBD

|  |  |
| --- | --- |
| Test | Applicable form, records and reports |
| Progress test record | Student training record/syllabus of the applicable training course |
| Application forms for Part FCL examination for all categories of licences  | FOCA Application forms for theory examinations* Forms are available on the FOCA homepage:

[On-line] Available (09.05.2016) <https://www.bazl.admin.ch/bazl/de/home/fachleute/flugverkehr/formularsammlung.html> |
| Examination results per attempt and subject |
| Skill test application and result | FOCA Application and report form:* Forms are available on the FOCA homepage:

[On-line] Available (09.05.2016) <https://www.bazl.admin.ch/bazl/de/home/fachleute/flugverkehr/formularsammlung.html>Training course specific requirements:* FOCA Examiner Guide EASA Part FCL AEROPLANE / HELICOPTER

[On-line] Available (09.05.2016) <https://www.bazl.admin.ch/dam/bazl/de/dokumente/F%C3%BCr_Fachleute/Ausbildung_und_Lizenzen/Ausbildungsorganisationen/examiner_guide_easapartfclaeroplane.pdf.download.pdf/examiner_guide_easapartfclaeroplane.pdf>[on-line] Available (03.01.2018) <https://www.bazl.admin.ch/dam/bazl/it/dokumente/Fachleute/Ausbildung_und_Lizenzen/Ausbildungsorganisationen/examiner_guide_easapartfclhelicopter.pdf.download.pdf/examiner_guide_easapartfclhelicopter.pdf> |

|  |  |
| --- | --- |
| Procedure for examination paper preparation, type of question and assessment, standard required for «pass»1.9.6 REV0 / TBD | * For all categories of licences, FOCA is responsible for the arrangements, procedures and conduct of the related Part FCL theoretical knowledge examinations. Therefore, FOCA is also responsible for the administrative requirements, organisational matters and preparation of these examination papers.
 |
| Procedure for question analysis and review and for raising replacement papers1.9.7 REV0 / TBD |

### Examination resit procedures

1.9.8 REV2 / TBD

|  |  |
| --- | --- |
| Test | Resit requirements |
| Theoretical knowledge instruction | Progress test | * Before resitting a progress test or an examination attempt, the applicant shall undertake further training.
* Refer to TM Part 4 Chapter 4.6 «Review procedure».
* An applicant of a Part FCL examination shall resit:
* one or more failed subject(s) of the attempt;
* the complete set of examination if:
* failed to pass one of the subjects within 4 attempts; or
* failed to pass all subjects within a period of 18 months; and
* additionally for ATPL, CPL, IR, BIR when failed to pass all subjects in 6 sittings.
* An examination resit must be authorised by the Head of Training (HT). Refer to TM Part 1 Chapter 1.9.3 «Authorisation for tests»
 |
| Part FCL examination |
| Flying training | Progress check | * Before the re-take of a progress check, the student shall undertake a remedial training in the area where improvement is needed.
* Refer also to TM Chapter 2.7 «Progress test».
 |
| Skill test | * As applicable, an applicant shall resit a partially passed or failed skill test.
* FOCA Examiner Guide EASA Part FCL AEROPLANE / HELICOPTER

[On-line] Available (09.05.2016) <https://www.bazl.admin.ch/dam/bazl/de/dokumente/F%C3%BCr_Fachleute/Ausbildung_und_Lizenzen/Ausbildungsorganisationen/examiner_guide_easapartfclaeroplane.pdf.download.pdf/examiner_guide_easapartfclaeroplane.pdf>[on-line] Available (03.01.2018) <https://www.bazl.admin.ch/dam/bazl/it/dokumente/Fachleute/Ausbildung_und_Lizenzen/Ausbildungsorganisationen/examiner_guide_easapartfclhelicopter.pdf.download.pdf/examiner_guide_easapartfclhelicopter.pdf>* Before the resit of a skill test, the applicant shall undertake remedial training in the area where improvement is needed. The assigned instructor shall:
* identify failed subject(s)/section(s);
* request the student’s self-judgement and evaluate reason and root cause of the failure(s);
* define and provide remedial and corrective training by applying appropriate instructional methods. Refer to TM Chapter 2.6 «Instructional method».
* A skill test resit must be authorised by the Head of Training (HT). Refer to TM Chapter 1.9.3 «Authorisation for tests».
 |

## Training effectiveness

1.10 REV0 / TBD

Students shall receive an effective and regulatory compliant training. For this purpose, training courses are regularly analysed to determine whether a training course has met its objectives in an effective and efficient manner and seeks to detect training deficiencies.

### Development of training courses

1.10.1 REV2 / TBD

| Step | Task | Reference |
| --- | --- | --- |
| Analyse | * Training need;
* Regulatory requirement;
* Applicable learning objectives;
* Required tests and assessments;

… | * Syllabus;
* Learning Objectives;
* Aircraft Documentation;
* Operational Suitability Data (OSD);
* Best industrial practise.
 |
| Course design and development of syllabus | * Setup the main structure;
* Establish course objectives and performance;
* Ensure that the syllabus is presented in a format which can be used without difficulty;
* Ensure that the syllabus is in compliance with the system of amendment and revision;
* Setup the content of the training / attendance record;
* Formulate the aim of the course;
* Setup the pre-entry requirements;
* Note the credits of previous experience;
* Setup an overview of training course subjects, phases / stages , progress tests / checks, summary of hours;
* List the applicable teaching materials;
* Develop a detailed breakdown of the content of the theoretical knowledge instruction and flying training / practical training;
* Ensure a logical sequence;
* Specify the subjects to be assessed and/or tested, as applicable;

… |
| Preparation of lesson plans / session plans | * Setup the units / lecture and describe the subject / topic / exercises to be covered in a logical sequence;
* Specify learning objective and ensure compliance with prescribed learning objectives, as applicable;
* Develop exercises, workshops, studies and case-based exercises, as applicable;
* in case of simulator training: an outline of events, including elements describing the simulated scenario;
* Allocate teaching method based on educational best practices;
* Specify the applicable theoretical models, teaching aids / means, materials, etc.;
* Setup the time schedule;
* Setup minimum hours per subject / topic / exercise and in total;
* Develop assessments, checks and/or tests, as applicable;

… | * Lesson plan template;
* Session plan template;
 |
| Implementation | * Implement and conduct training courses;

… | * Training course schedule.
 |
| Evaluate and review | * Consider the results out of the training course analysis;
* Consider student and instructor feedbacks;
 | * TM, Chapter 1.10 «Training effectiveness».
 |
| * Changes in EU Regulation;
* Changes in Learning Objectives/Standard of performance;
* Changes in Aircraft design, modification and documentation;
* Changes in OSD;
 | * OMM Chapter 5 «Compliance Management».
 |
| * Changes in aviation standards, theoretical models and terminology;

… | * TM, Chapter 4.3 «Teaching Material».
 |

### Training standard evaluation

1.10.2 REV2 / TBD

|  |  |  |  |
| --- | --- | --- | --- |
| Step  | Task  | Frequency  | Responsibility |
| General assessment and data collection | Result based | Analyse training course results:* Demonstrated learning, knowledge and skills;
* pass grade of progress tests/checks;
* pass grade of examinations;
* partially passed or failed skill tests;
* failed subjects/sections;
* …
 | event based | HT |
| * Overall student progress, performance and completion of training,
* Number of courses and students;
* Occurrences during training;
* Results of audits/inspections
* …
 | yearly |
| Observation | * Adherence to syllabi and lesson/session plans;
* Use of teaching material and means of demonstration;
* Instructor teaching skills/capabilities, instructional techniques and knowledge transfer – individually and collectively;
* Student and instructor feedbacks;
* Student evaluation of instructors;
* Student learning, commitment, discipline and behaviour;
* …
 | continuously |
| Review and enhancement | Training Course | * Revise, correct and/or enhance, as applicable:
* Learning objectives/standard of performance;
* Individual training subjects, unit/lecture, training activities, exercises;
* Time constraints and allocation of minimum hours;
* Structure, sequence and phases;
* Manner in which theoretical topics are integrated in practical instruction;
* Instructional techniques and methods;
* The adequacy of infrastructure, facilities, equipment and tools including teaching material;
* …
* Ensure continuous regulatory compliance including FOCA administrative requirements;
* …
 | *event based* |

|  |  |  |  |
| --- | --- | --- | --- |
| Step  | Task  | Frequency  | Responsibility |
| Standard and performance evaluation | Instructor | Refer to OM Chapter 4.7 «ATO personnel standards evaluation» | event based |  |
| Corrective measures  | Refer to:* OM Chapter 4.4 «Standardisation training»
* OM Chapter 4.3 «Refresher/recurrent training»
 | event based |
| *Identification of unsatisfactory progress* | Student | Refer to:* TM Chapter 4.6 «Review procedures»;
* TM Chapter 2.5 «Student progress»;
* TM Chapter 1.9 «Assessments, tests and examinations»
 | event based | assigned instructor |
| *Action to correct unsatisfactory progress* |

### Internal feedback system for detecting training deficiencies

1.10.3 REV2 / TBD

|  |  |
| --- | --- |
| Interdepended components | References |
| Feedback |  | Management | * Management System
 | Organisation Management Manual (OMM) |
| * Training standard evaluation and continuous improvement
 | TM Chapter 1.10 «Training effectiveness» |
| * Feedback system
* Student evaluation and feedback
* …
 | OMM Chapter 6.1 «Reporting- and feedback- system» |
|  | Instructors | * Results out of:
* ATO personnel standard evaluation;
 | OM Chapter 4.7 «ATO personnel standard evaluation» |
| * refresher training;
 | OM Chapter 4.3 «Refresher / recurrent training» |
| * Number of instructor changes and related reasons
 | TM Chapter 1.10.4 «Procedure for changing assigned instructor» |
| * Student feedback;
* …
 | Briefings - TM Chapter 2.6 «Instructional methods» |
|  | Students | * Training progress with achieved/failed learning objectives;
 | Training course syllabus, session and lesson plans |
| * tests and examinations results;
 | TM Chapter 1.9 «Assessments, tests and examinations» |
| * required review procedure;
 | TM Chapter 4.6 «Review procedure» |
| * teaching materials used;
 | TM Chapter 4.3 «Teaching materials» |
| * instructional methods and techniques applied;
* …
 | TM Chapter 2.6 «Instructional methods» |

### Procedure for changing assigned instructor

1.10.4 REV2 / TBD

The assigned instructor is the instructor, who is assigned to a student and who is responsible for all aspects of the instructional process during the student’s applicable training. When changing the assigned instructor, the following applies:

|  |  |
| --- | --- |
| General principles | * A change of an assigned instructor shall not hinder the student’s learning and progress;
* shall not interrupt the course of training;
* Alteration of instructors for the purpose to conduct progress checks shall not count as an instructor change;
* Student may demand a specific instructor;
* Instructors/students may refuse an assigned person;
* The ratio of all students to flight instructors, excluding the HT, should not exceed 6:1. Consequently, an instructor may not be assigned to more than 6 students at the same period of time;
* A student may not have more than X assigned instructor changes during the applicable training course.
 |

| Step  | Reason / Need | Action  | Responsibility |
| --- | --- | --- | --- |
| Unscheduled* Short term - interim
 | * The assigned instructor is indisposed due to illness or other significant reason(s);
* Substantial change in the organisations daily flying programme;
* As instructional method to activate/support/correct the student’s learning/progress
* …
 | * Accept an assignment only, if the appropriate licence, certificate, rating and medical for the intended training are valid;
* Determine the student training status and progress in depth,
* Review with the student the previous session(s) in detail;
* Contact the assigned instructor for questions, in case of lack of clarity or doubts;
* Provide feedback to the assigned instructor;
* Ensure, that the HT is informed about the short term change;
 | Instructor |

|  |  |  |  |
| --- | --- | --- | --- |
| Scheduled* Long term - permanent
 | * ATO organisational factors and management need;
* Individual concerns in respect of conflict in the student – instructor relationship;
* Gaining better interpersonal relationship, to ease learning and to prevent learning difficulties or learning progress;
* Corrective measure during continued unsatisfactory progress;
* …
 | * Student and/or instructor shall report an individual concern;
* The HT decides on the instructor change by considering:
* The proposed instructor has the necessary and valid licence, certificates, ratings and medical certificates for the respective training;
* The maximum number of assigned students;
* The maximum instructor changes during the applicable training course:
* The availability of the instructor;
* The agreement between both, the student and the instructor;
* …
* Arrange a student transfer to the proposed new instructor.
 | HT |
| * Student transfer
 | * The new assigned instructor shall receive information on:
* Reasons for change;
* Student training status and in-depth progress;
* Major strengths and weaknesses;
* Areas of improvements
* Student’s learning interests, commitment and judgement
* Status of training records and forms;
* …
 | Instructors involved |
| Recording | For the purpose to monitor long term - permanent instructor changes, transfers are to be documented. | * Student file:
* Create a note/memo in the student’s training record/form;
* Amend the «Record of assigned instructors» accordingly;
* Instructor file
* Amend the «Record of assigned students» accordingly.
 | Administration office |

### Disciplinary actions and procedures for suspending a student from training

1.10.5 REV0 / TBD

Refer to OM Chapter 1.4 «Student discipline and disciplinary action»

## Standards and level of performance at various stages

1.11 REV0 / TBD

Defined standards and level of performance as well as the related standardisation requirements and procedures are documented throughout the organisation documentation including training course syllabi, lesson and session plans.

| Attainments | References | Responsibilities |
| --- | --- | --- |
| Standards and level of performance | * Defined philosophies and policies
* Specified training instructions, procedures and guidance
* Published aircraft operating procedures
 | * Organisation Management Manual (OMM)
* Operations Manual (OM)
* Training Manual (TM)
 | OMM Chapter 2.3.1 «Responsibility matrix» |
| * Training course:
* Specified learning objectives and standards of performance;
* Selected instructional methods and techniques.
 | * Individual syllabi, lesson and session plans
 | HT |
| Standardisation | * Initial training provided to instructors in order to gain the required knowledge, skills and certificate to conduct the duties of an instructor
 | * OM Chapter 4.2 «Initial training»
 |
| * Standardisation training for the purpose to develop and implement a common understanding, level of knowledge and behaviour to reach a mutual consistent understanding during the daily training activity
 | * OM Chapter 4.4 «Standardisation training»
 |
| * Refresher training means to refresh and increase knowledge as well as to maintain the abilities in order to remain qualified and competent to conduct the duties of an instructor
 | * OM Chapter 4.3 «Refresher/ recurrent training»
 |
| * Management system basic training for all employees
 | OMM Chapter 8.1 «Management System Basic Training» |
| * Management system advanced training for management personnel
 | OMM Chapter 8.2 « Management System Advanced Training » |
| Test criteria | * Competence evaluation
 | OM Chapter 4.7 «ATO personnel standards evaluation» |

# Briefing and air exercises

Part 2 REV0 / TBD

|  |  |
| --- | --- |
| Air exercise2.1 REV0 / TBD / APP | * Refer to the concerned syllabus.
 |
| Air exercise reference list2.2 REV0 / TBD |
| Course structure: phase of training2.3 REV0 / TBD / APP | * The training course structure and related phases of training are subject to the concerned syllabus.
 |

## Course structure: integration of syllabi

2.4 REV0 / TBD / APP

The definition of theoretical knowledge instruction and the manner in which theoretical topics are integrated in practical instruction, are subject of the concerned syllabus and associated content of the individual flight and/or simulator session plans.

As the instructor monitors the student’s performance and progress continuously, and as part of a single flight and/or simulator session, the instructor may vary the theoretical instruction individually to the student’s need, progress and ability.

## Student progress

2.5 REV0 / TBD

Training course requirements and learning objectives/standard of performance that must be achieved for a satisfactory training progress are prescribed in the associated syllabus.

For a successful course progress, the student must achieve the required knowledge, skills and experience requirements and pass defined tests, checks and/or examinations, as defined for the applicable training course.

## Instructional methods

2.6 REV4 / TBD

Students shall receive an effective training by following prescribed training courses. Instructors are to ensure, that the provided training is according to the content of the applicable syllabus and that the required instructional methods and techniques are applied.

A typical and effective training includes the following method of instructions:

| Instructional process  | Task, student practice and evaluation | Reference |
| --- | --- | --- |
| Session preparation | Training status | * Determine the training progress and status
* Review the previous session including results and performance
 | Syllabus/training record |
| Session review | * Determine the intended session’s main objectives
* Vary the session programme according to the actual conditions, student training status, performance and needs
 | Session plan |
| Prerequisites | * Verify that the student fulfils the prerequisites for the intended session
* If applicable, issue the approval/authorisation of flight
* Ensure compliance with flight time limitations and rest requirements
 | * Syllabus and session plan
* OM Chapter 1.5 «Approval/Authorisation of flights»
 |
| Pre-flight briefing  | Operational/Technical | * Determine technical status of the aircraft including MEL
 | * OM Chapter 2.5 «Allowable deficiencies »
* OM Chapter 2.4 «Radio and radio navigation aids»
 |
| * Weather
* Review the interpretation of meteorological information and volcanic ash, as applicable
 | * OM Chapter 3.4 «Weather minima (flying instructor)»
* OM Chapter 3.5 «Weather minima (student)»
 |
| * Aerodromes / operating sites
 | * OM Chapter 3.2 «Flight planning (fuel / energy, oil, minimum safe altitude, navigation)»
* OM Chapter 3.6 «Training routes or areas»
 |
| * Training routes and areas
 | * OM Chapter 3.6 «Training routes or areas»
 |
| * Flight planning
* Review of flight planning
 | * OM Chapter 1.19 «Flight planning (general)»
* OM Chapter 3.2 «Flight planning (fuel / energy, oil, minimum safe altitude, navigation)»
 |
| * Fuel / energy
* Review fuel / energy calculation
 | * OM Chapter 3.2 «Flight planning (fuel / energy, oil, minimum safe altitude, navigation)»
 |
| * Loading
* Review mass and balance calculation
 | * OM Chapter 3.3 «Loading (load sheet, mass, balance and limitations)»
 |
| * Performance
* Review performance calculation
 | * OM Chapter 3.1 «Performance (legislation, take-off, route, loading, etc.)»
 |
| * …
 | * …
 |
| Session contentLong briefing | * Explanation
* Explain session programme, training subjects, exercises and manoeuvres including learning objectives and targets.
* Provide theoretical knowledge instruction as relevant to the content of the intended session.
 | * Session plan
* TM Chapter 2.4 «Course structure: integration of syllabi»
 |
| * Evaluation
* Ensure that the student understands the details of the intended session programme and will be able to apply the knowledge during the practical training and to acquire the associated skills.
 | * Session plan
 |
| Practical training | Practice | * Demonstration
* Demonstrate training subject/exercise
* Student participation
* Practice
* Adaption
* Repetition
* Drill
* Assessment
* Assess the skill and performance of the student continuously
* Clarify and correct student errors
* Vary the programme as required
 | * Session plan
 |
| Post-flight briefing  | Student self-assessment | * Self-judgement
* Overall performance
* Achieved/failed learning objectives
* Area of improvements
* …
 | * Syllabus/training record
 |
| Instructor debriefing | * Review student’s self-judgement
* Identify achieved/failed learning objectives
* Name the major strength
* Name the major weakness
* Analyse and explain root causes
* Define and explain area of improvements, remedies and corrective actions
* Provide additional explanations and/or instruction as relevant to the session progress and results or student needs
* …
 | * Syllabus/training record
 |
| Administration | * Complete the student’s training record/form
 | * Syllabus/training record
 |
| * Pilot’s log book
 | * OM Chapter 1.18 «Pilot’s log book»
 |
| * …
 | * …
 |

## Progress tests

2.7 REV0 / TBD / APP

Following a training course, students shall pass all progress tests as applicable in the respective syllabus.

An instructor shall suggest a student for a progress test only, if the prerequisites including experience requirements are fulfilled, and it is predictable, that the candidate has the level of knowledge and skills to pass the intended progress test.

| Phase | Task | Reference |
| --- | --- | --- |
| Planning | Training status determinedProgress test prerequisites and content reviewedStudent prerequisites including experiences fulfilledFlight programme details determined/verified | * Syllabus/training record
 |
| Head of Training/Chief Flight Instructor notified | * Any means of communication
 |
| Approval/authorisation of flight issued | * OM Chapter 1.5 «Approval/Authorisation of flights»
 |
| Notification | Progress test content and objectives explainedFlight programme details communicatedOrganisational issues notified (date, aircraft etc.)Student understanding and expectations verified | * Syllabus/training record
* Briefing
 |
| Preparation | Students preparation reviewed* Appropriate flight preparation
* Operational, situational and environmental judgement and awareness
* Basis of decisions and decision-making, problem solving
* Workload management and communicative competence
* …
 | * Session preparation and pre-flight briefing
* TM Chapter 2.6 «Instructional methods»
 |
| Completion | Monitoring the progress test completion* Active
* Passive
 | * Progress test specification
 |
| Debriefing and test decision | * TM Chapter 2.6 «Instructional methods»
 |
| * Appropriate completion of post-flight and administration tasks reviewed
* Student’s first experience/impression report received
* Student’s self-judgement/assessment completed
 |
| * Passed
 | * Progress test programme completed
* Level of required knowledge and skills demonstrated
 |
| * Not passed
 | * Content of the progress test not completed
* Level of knowledge and skill not demonstrated
* Failure to take corrective actions
* Wrong and/or unsafe decisions
* Unsafe airmanship
* …
 |
| Administration | Progress test administration | * Syllabus/training record
 |
| * Student’s training record/form completed
 |
| * Pilot’s log book completed
 | * OM Chapter 1.18 «Pilot’s log book»
 |
| * Student file amended/revised
 | * OM Chapter 1.12 «Flight crew qualification records (licences and ratings)»
 |
| * Head of Training/Chief Flight Instructor notified
 | * Any means of communication
 |

## Glossary of terms

2.8 REV0 / TBD

Where required, terms specific to the operations and training manual content are explained in the concerned chapter and/or sub-chapter.

Refer to applicable teaching materials, aircraft manufacturer provided manuals and documentations, AIP and/or commercially produced route and aerodrome information/documentation or other aviation literature for basic terminology and abbreviations used in aviation.

For the list of abbreviations as relevant to the operations and training manual, refer to «List of abbreviation».

## Appendices

2.9 REV0 / TBD

Syllabi, lesson and session plans, forms and records are part of the organisation’s documentation and maintained as appendices. For the applicable appendices, refer to «LoApp List of Appendices».

# Flight training in a FSTD

Part 3 REV0 / TBD

If the applicable training courses include flight training in a flight simulation training device (FSTD), include the following statement:

* Structure, content and sequence related to flight training in a flight simulation training device (FSTD) is subject of the syllabus of the specific training course.
* Refer to the syllabus of the concerned training course.

If the applicable training courses do not include flight training in a flight simulation training device (FSTD), include the following statement:

* Not applicable.

# Theoretical knowledge instruction

Part 4 REV0 / TBD

## Structure and method of a theoretical knowledge course

4.1 REV0 / TBD

The method, structure, content, distribution and allocation of time constraints, including sequence of theoretical knowledge instruction is subject of individual syllabi and associated session plans. Refer to the syllabus of the concerned training course.

### Distance learning

4.1.1 REV2 / TBD / APP

If distance learning is available for a specific training course, refer to CL OM/TM chapter 4.4.1.1 «Distance learning»

If distance learning is not available for a specific training course, include the following statement:

* Not applicable.

## Lesson plan

4.2 REV0 / TBD

The lesson plan is subject to the concerned syllabus.

## Teaching materials

4.3 REV0 / TBD / APP

For teaching material used during a specific training course, refer to the associated syllabus and lesson plans.

## Student progress

4.4 REV0 / TBD

Students shall receive theoretical knowledge instruction according to the lesson plans of the applicable syllabus. Statements of goals/learning objectives and what the students are supposed to learn are prescribed in the lesson plans. Students shall enter the Part FCL theoretical knowledge examination only if they have:

* achieved the required level of knowledge;
* attained at least *xx* % of the required classroom instruction;
* completed all the appropriate subjects;
* passed all the progress tests; and
* it is predictable that the examination can be passed successfully.

Refer also to TM Chapter 1.9.3 «Authorisation for tests».

## Progress testing

4.5 REV0 / TBD

Progress tests are specified in the syllabus of the training courses. Students shall pass the applicable progress tests with a minimum pass grade of 75%.

For the organisation and conduct of progress tests, the following guideline applies:

|  |  |  |  |
| --- | --- | --- | --- |
| Step | Task | Frequency | Responsibility |
| Preparation | Production of examination questions shall:* be related to learning objectives;
* be based on the specified course/training material;
* have different degrees of difficulty as relevant to the learning objective of the topic;
* be defined and appropriately distributed for all applicable topics of the subject.
 | Initial issue, amendment and revision | TKI |
| Release of progress test | Submit progress test to HT for approval | HT if applicable |
| Notification/Scheduling | * Explain the types, purposes, contents and the schedule of progress tests
* Explain the rules and regulations
 | First classroom instruction | TKI |
| Conduct  | * Prepare progress test, classroom and seating
* Clarify the rules and regulations
* Invigilation of the conduct of the test
* Timekeeping
 | Single progress test:* per subject;
* prior to the Part FCL examination
 |
| Evaluation and grading | * Mark/review questionnaire, evaluate and calculate the results
* Grade the test answers – minimum grade of 75% required to pass
* Identify failed learning objectives individually and collectively
* Provide feedback to students and explain area of improvements
 |
| Administration | Complete:* attendance record and progress test report form;
* the student’s training record/form.

Submit progress test report form to HT and provide feedback concerning the student’s performance and pass grade. |

## Review procedures

4.6 REV2 / TBD

If a student has not completed the appropriate elements of the theoretical knowledge instruction for the required standard by failing progress tests, examinations and/or not acquiring the required level of knowledge, the following procedure applies:

|  |  |  |
| --- | --- | --- |
| Step | Task | Responsibility |
| Evaluation | Verify and determine the individual deficiencies and main weakness by considering: |  | TKI |
| * Failed progress test:
* Pass grade;
* Number of failed progress tests and/or subjects.
 | * Refer to «Remedial training after failed tests / examinations»
 |
| * The instructors’ standard and performance;
 | * Refer to TM Chapter 1.10.4 «Procedure for changing assigned instructor »
 |
| * Possible learning difficulties/disabilities;
* Incomplete and/or insufficient attendance of classroom instruction;
* Amount of self-study/homework done;
* …
 | * Pick-up/address concerns about progression as early as possible and in an appropriate manner
* Evaluate root cause
* Encourage conversation and listen attentively to the student’s concerns and needs
* Review student’s self-judgement
* Motivate the student’s learning, interests and commitment
* …
 |
| Remedial training and action plan | * Define next steps and scope of the remedial training
* Devise an agreed action plan with the student
 | * Determine area of improvements
* Specify objectives
* Define remedies and corrective actions
* Create a schedule
 |
| * Obtain an agreement and commitment to the defined remedies and action plan
 | Student |
| Administration | * Create a note/memo, amend student’s training record/form
* Inform HT and assigned instructor regarding the defined remedial training and agreed action plan
 | TKI |

### Remedial training after failed test/examinations

4.6.1 REV2 / TBD

|  |  |  |
| --- | --- | --- |
| Grade | Remedial training | Instructors support and activities |
| 70 - 74% | Self-study in the area of improvements | * Identify failed learning objectives
 |
| 50 - 69% | Define a set of additional theoretical knowledge instructions and/or explanations according to the student’s needs in the area of improvements. | * Identify and name the major weakness
* Analyse and explain root causes
* Explain areas of improvement, remedies and corrective actions
* Provide additional explanations and/or instructions
 |
| <50% | The student shall repeat/review the complete failed subject. |