

Peter Bakke - CV

Current role:

- Training Standards Manager BMCS Offshore

Total helicopter hours:

- 10,000; 50/50 split between onshore and offshore

Current licence qualifications:

- TRI/TRE SK 92

Previous types:

- Bell 47, Bell 206, R22, ENF 28/280, AS355, AS365N2, BK 117, Bo105, AS332

Previous roles include:

- Flight Instructor, Lighthouse support, external load ops (including vertical referenced long-line), HEMS, Police, powerline survey, SAR.



Helicopter EBT: Simulator Training

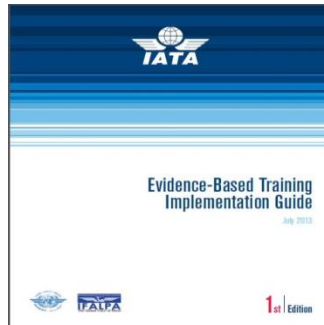
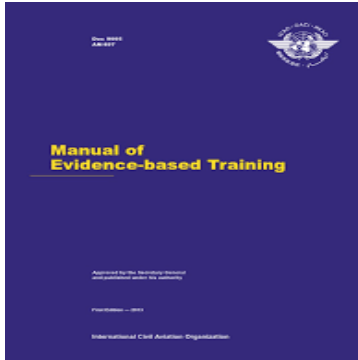
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Training Standards Manager, BMCS Offshore



HeliOffshore
Safety Through Collaboration

Datum Content:



Evaluation Phase:

Overall pilot performance is recurrently assessed during LOFT events, representative of the pilot's operational role using 'Competency-Based Assessment'

Manoeuvres Phase:

Critical Manoeuvres as determined by credible evidence, are recurrently trained to a high, defined standard of proficiency

Scenario-Based Training Phase:

Overall pilot performance is recurrently developed to build 'Resilience'

What is 'Resilience'....?

"....Resilience was defined by most as the ability to recover from setbacks, adapt well to change, and keep going in the face of adversity....."

Andrea Ovans, Harvard Business Review article 05/01/2015

In the context of EBT training, think of it as conditioning pilots to follow typical CRM class decision making models (for example 'D.O.D.A.R.', 'F.O.R.D.E.C', 'G.R.A.D.E.') without consciously doing so....and never giving up!



Training Philosophy:

- Each pilot has the **right** to expect instructors to take a helpful and constructive approach at all times, in order to create an atmosphere which facilitates learning and optimal performance.
- Each pilot has the **responsibility** to maintain good knowledge, and to actively put previous learning into practise during operational flights.
- Accept that errors will be made during training; **learn** from them.



Simulators; fixed-wing vs. helicopter



- Small field of view required
- 'Standard' cockpit layouts
- Representative force-cueing



- Large field of view required
- Wide variations in cockpit layout
- 'Weak' force-cueing

For helicopters, run 'manoeuvres' phase first?



Transition

1. 'Training and Checking in accordance with EBT Principles':

- Formal use of CBA during LOFTs
- More than one LOFT per visit; to include 'Surprise'

2. 'Mixed-Implementation':

- Items from PC/OPC schedules further rationalised; some completed during line flights
- Alternate 'Evaluation' and 'Scenario-Based Training' between OPCs; include 'Startle' as well as 'Surprise' in Scenario-Based Training

3. 'Baseline EBT'

- Manoeuvres defined by Generation of helicopter; *overt* training to proficiency
- 'Evaluation' and 'Scenario-Based Training' on every visit



'Enhanced' EBT

The 'Baseline' programme is further enhanced by:

- Type, as opposed to *generation*, safety reports
- Company and role safety reports
- HFDM
- Standards Flights
- CBA trends
- Line pilot opinion
- Training Staff opinion



How do you train the instructors?

- Select helpful, patient and dedicated TRI/SFIs; currently, there are no indications that the instructor will need to be qualified as a TRE/SFE.
- Use a reputable organisation to provide training in Facilitation and Competency-Based Assessment (e.g. LMQ Associates www.aviation.lmq.co.uk , EBT Foundation www.ebt-foundation.com)
- Establish a datum 'gold-standard' assessment on a number of CRM videos; allow student EBT Instructors to assess and debrief them, to encourage an initial consistent standard of assessment ('I.R.R.')
- Appoint SMEs to mentor new instructors until competent.

How do you know if EBT is working?

- Standards and Mentor Flights
- CBA trends
- HFDM
- ASRs
- LOSA
- Client confidence



Questions.....?

