

# Advanced UPRT course – FCL.745.A

## and

## Resilience

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# UPRT in the context of a pilot's career



- UPRT platforms
  - Non type-specific
  - Type-specific
  - **On-aeroplane**
- Pilot population
  - “Cadets”
  - Line pilots
  - Instructors

“Typical  
FFS-motion systems

deliver  
**less than 10%**

of real sensations”





## Transfer of training / learning

- Skills



- Human Factors





## ➤ GM1 (e) General

*...complements UPRT in FSTDs by providing **exposure** to **psycho-physiological conditions**, which cannot be delivered by the motion systems of today's qualified FSTDs.*

## ➤ AMC1 8a) Course Objective

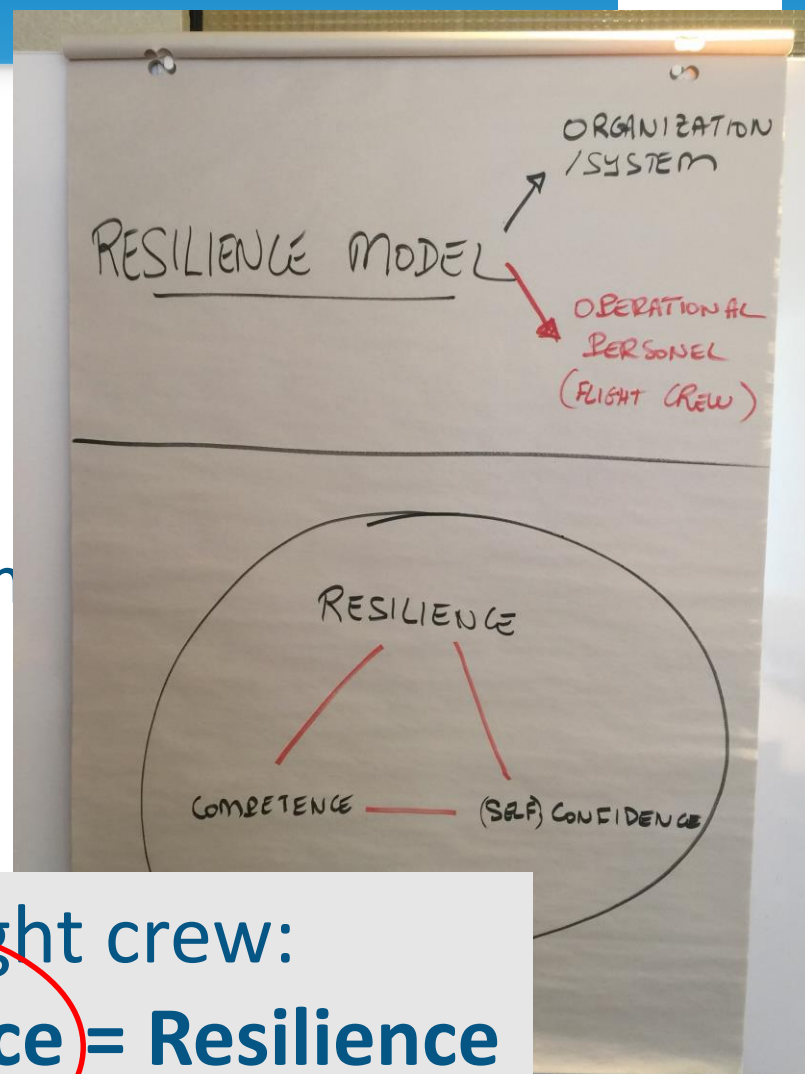
- (1) to understand how to cope with the **physiological and psychological aspects** of dynamic upsets in aeroplanes; and
- (2) (2) to develop the necessary **competence and resilience** to be able to apply appropriate recovery techniques during upsets.



## Resilience

### ➤ GM3 FCL.010

‘Flight crew **resilience**’ refers to flight crew member's ability to recognize and adapt to disruptions.



IATA's perspective for flight crew:  
**Competence + Confidence = Resilience**



## ➤ FCL.745.A (**Advanced** UPRT course)

- GM1 (3) .. **All-attitude**/on-aeroplane...primarily as **resilience builder**  
.. Understand difference btw. **all-attitude** UPRT and aerobatics

## ➤ AMC1.745.A (d) Flight Instruction

(2) recovery from

- nose high **at various bank** angles
  - nose low **at various bank** angles
  - spiral dive
  - stall events; and
  - incipient spin; and
- (3) training to develop **resilience** and employ strategies to **mitigate the startle effect**



AMC1 (b)

(2) be delivered in a **suitable training aircraft** in order to expose Trainees to conditions that cannot be replicated in an FSTD;

(3) ...

In order to minimise the risk associated with potential negative transfer of training, the **recovery techniques** used during the course should be **compatible with techniques typically used for transport category aeroplanes.**



## Instructors should

- **Continuously assess** the student, using the 8 pilot competencies and their OBs
- **Focus on building resilience**  
(OBs of WLM)
- Avoid negative **transfer of learning**,  
from the small aeroplane to big transport category aircraft





## ➤ Instruction

- Requires instructor performance **beyond** that experienced in normal operations
- Instructor **training course** required
  - At an ATO
  - Tailored course, based on a **pre-course assessment**
  - Theoretical and practical training **to proficiency**
  - Emphasis **risk management**, recovery from **student errors** incl. unintended spins
  - Continuous assessment during the course
  - Final assessment of competence and endorsement by the examiner
- **Refresher training**, during the last year, to the satisfaction of the HT

**Questions?**

**Thank you**

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