



EASA
European Aviation Safety Agency

Initial and Recurrent Pilot Training: A Paradigm Shift

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History

1. EASA IPTG NAA FCL/OPS training implementation feedback (2013) issued a number of recommendations (see following slides)
 2. Industry feedback:
 - a) rules too complex
 - b) administrative thinking prevails over efficiency
 3. EBT: need to move from a static framework of checking to dynamic recurrent training of airline pilots centred on maintaining core competencies of aircraft handling throughout their career whilst developing the ability to respond effectively to unexpected/abnormal situations
 4. Luxembourg annual conference: thematic was training - conclusion was that a training paradigm shift is a must.
- EASA FS reorganisation: closes the historical dichotomy between initial / recurrent training: aircrew total system approach in place.



Overview of some of the Training Implementation Issues identified by the IPTG

Inspectors	Lack of common European Inspectors' Training Standards.
Instructors	Although holding an instructor (SFI/TRI) qualification, many SFE/TREs lack appropriate basic instructional experience. As a result, they do not always possess sufficient skills on detecting the root cause of poor performance (example: lack of basic airmanship) by the airline pilot under check. This means that although they are capable of assessing correctly a failed item in a check/test they are not always well placed to give appropriate guidance for effective remedial training.
Total aircrew system approach	Lack of robustness of the pilot training, testing/checking processes: a) Training/checking integration into the airline risk management system is an issue. Several accidents point into that direction b) Operators' conversion, recurrent training and checking programmes result in imbalance of time spent on checking to the detriment of training time



Overview of some of the Training Implementation Issues identified by the IPTG

Ops	There is no standard guidance to operate single pilot certified aeroplanes in CAT multi-crew environment (SOPs, task sharing versus cockpit configuration, etc.).
Human factors	‘Gross error’ check: erosion of the ability to discriminate the essential data inputs (e.g. V speeds, take-off weight, fuel usage, thrust/speed ratio vs. aircraft configuration, flight parameters, etc.) on the flight deck into an overall assessment of whether or not the various parameters have the appropriate magnitude in particular to avoid overreliance on automated systems.
Unthinking adherence to rules	Lack of effective consideration of the pilot’s previous experience during conversion course. One size does not fit all!
EBT	Poor adaptation of recurrent training and checking programs to the operators’ threats/risks profile: EBT provides solution.



First step: theoretical knowledge

- Training paradigm shift is a systemic approach that encompasses all segments of the training system.
- Theoretical knowledge instruction needs not only enhancements but also needs to be supported by a pedagogical re-thinking.
- Extensive work was performed by the industry-led RMT task that EASA is pleased to share with the audience.



Next steps

- RMT.0599 – Evidence Based Training (EBT)
 - Initial and recurrent training
- RMT.0596 – Update Instructors and Examiners
 - Holistic Approach
 - Concept Paper to be developed
 - Competency based
- RMT.0587 - Systemic Issues
 - 'Airline Pilot Certificate' (APC) recommendation
 - MPL alignment to ICAO, more competency based
- RMT.0194 – Competency based Part-FCL



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Questions?

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