7 Years of MPL
Are there opportunities for improvement?

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YES, there are!

- List of opportunities for improvement
- Suggested Solutions

The “List”

(based on 7 years of global implementation experience)

- Solve the competency confusion
- Improve guidance for course approval
- Link EBT and MPL
- Follow the Total Systems Approach
- Adjust theoretical training to the competency principle
- Adjust Base Training to the competency principle
- Remove the license restriction
- Clarify the uncertainty about motion in Phase 3 FSTD
- Clarify the ATC environment simulation issue
- Improve the qualification requirements for MPL phase 2 Instructors
- Improve the data collection and analysis process

Address the Competency Confusion in Chapter 3 of PANS-TRG

- The "competencies" and their respective sub-elements in PANS-TRG Appendix 2 to Chapter 3 are phases of flight subdivided into observable tasks
- They must not be confused with the Pilot Core Competencies which constitute the elements of continuous TEM which in turn is the indispensable prerequisite for safe, efficient and effective flight operation

Improve Guidance for Authority Course Approval

- Many authorities are insecure how best to handle the initial course approval process (all at once or step by step)
- Close cooperation between ATO, airline and authority from day one have proven best results, starting in the design phase

Link EBT and MPL

- In a mature stage MPL training schemes should reflect the challenges of particular types of airplane and particular types of operation

- MPL should address the challenges revealed by results derived from the analyses of multi-source data similar to that in the EBT Data Report

Follow the Total Systems Approach

- The Core Competencies and their respective behavior indicators should be the measurement criteria for:
  - the selection process of future airline pilots
  - the continuous assessment during MPL
  - the performance assessment in Evidence-Based Training and Checking (EBT) through the entire carrier
  - the selection and qualification of instructors and examiners

Adjust Theoretical Training to the Competency Principle

- Develop and implement a competency-based theoretical instruction system
  - Provide the knowledge necessary to develop and to reliably apply the pilot core competencies
  - Change from the multiple choice testing system for the theoretical examination to a **scenario-based examination** of the theoretical competence

Adjust Base Training to the Competency Principle

- PANS-TRG requires a min. of 12 reducable to 6
- EASA FCL requires a min. of 12
- CAAC requires a min. of 20

The requirement of a certain quantity is in contradiction to the principle of competency-based training

Remove the License Restriction (EASA)

- PANS-TRG **suggests** the involvement of an airline
- EASA **requires** the involvement of a particular airline (specific arrangement) and restricts the license until completion of the IOE with that particular airline
  - RESULT: if the particular airline interrupts hiring, the graduate cannot fly with another carrier this is unjust and discriminates the MPL holder compared to the traditional ab-initio graduate with CPL/IR and T/R
- **Why not consider a manufacturer MPL?**

Clarify the Uncertainty about Motion in Phase 3 FSTD

- ICAO Annex 1, Appendix 3 does not require motion
- EASA Part FCL, Appendix 5 requires motion
- There are a variety of solutions in the field
- Doc 9625 suggested to seek clarification at this "Proof of Concept" event

MPL devices should be aligned to the training needs and therefore part of the course approval

Clarify the ATC Environment Simulation Issue

- ICAO: **suggested**, but not required
- EASA: **required** in Phase 3 and 4 – but deferred until robust system available

We should define a time limit!

Improve the Qualification Requirements for MPL Phase 2 Instructors

- Other than PANS-TRG, EASA requires
  - FI plus 1500 hrs multi-crew experience or
  - TRI / SFI plus FI or IRI
- This is not competency-based and poses a substantial obstacle to find enough suitable instructors

Consider a specific qualification!

Suggested Solutions

- Update PANS-TRG
- Publish co-branded guidance material
- Adapt EASA Part FCL

Update of PANS-TRG

- General: Add the Pilot Core Competencies which are the same for all training and checking processes and licenses (Total Systems Approach)
- Chapter 3: Address the competency confusion and explain the connection between TEM and the Pilot Core Competencies and add more guidance for course approval
- Provide guidelines for competency-based theoretical training
- Include FSTD requirements using 9625 “a la carte” approach as the primary means to define the FSTD standards for P 2/3
- Link EBT and MPL

Publish Co-Branded MPL Manual (ICAO, IATA, IFALPA)

- On the basis of the existing "IATA Guidance Material and Best Practices for MPL Implementation", Edition1, 2011

- Draft of Edition 2 is on hold to consider the results of this event

Adapt EASA Part FCL

- Redefine airline involvement and allow for unrestricted license after base training. Nevertheless IOE must be conducted and completed with one operator
- Redefine requirement for base training
  - 1st step: synchronize with PANS-TRG
  - 2nd step: allow for the TRI to decide on competency
- Consider an additional route for MPL P2 instructors: active first officers with pedagogical aptitude and a specific additional training (extended MPL Instructor Training Course!)

Improve the data collection and analysis process

- I hope that you all agree that we have to continue the data collection mechanism to ensure the continuous approvement process of our MPL courses including selection and instructor training.
- And I would like to encourage ICAO to launch a respective State Letter with re-engeneered questionaires to receive more information on the **quality** of the different MPL courses rather then on the quantities, **including Captain upgrades**.

Outlook

MPL is a success and I am sure that from 2018 onwards the majority of future airline pilots will be trained along this route

Thank you!

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