

MPL

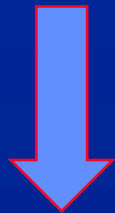
From a Regulators view point

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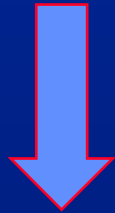


Background

- ICAO Training Panel



- JAA FCL Amdt 7



- National implementation

From option to implementation

Identification of
"Interested
parties".

Interested parties

FTO

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Step 1

Internal preparation in Authority

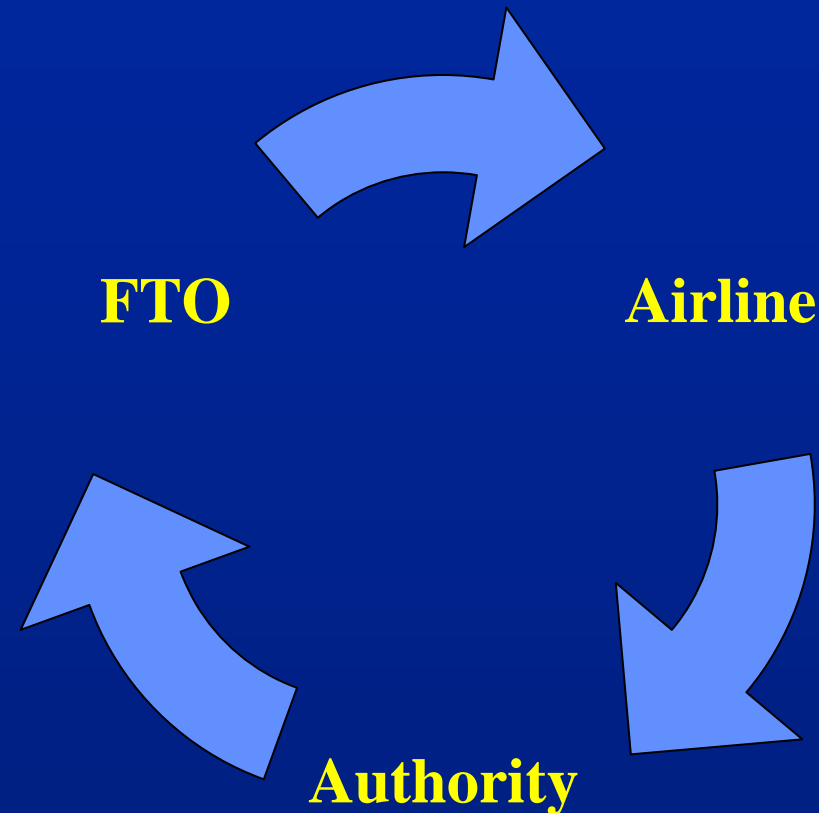
Questions from involved staff:

- Why MPL?
- What is the difference between MPL and ATP integrated courses?
- Are we talking of a "Fast track" route to the right seat?
- Is it cheaper than the traditional route?
- How many flying lessons in aircraft?
- Who would be interested to become a "MPL pilot"?

Step 2.

Contact between interested parties.

Started 2005/2006.



Step 2 cntd.

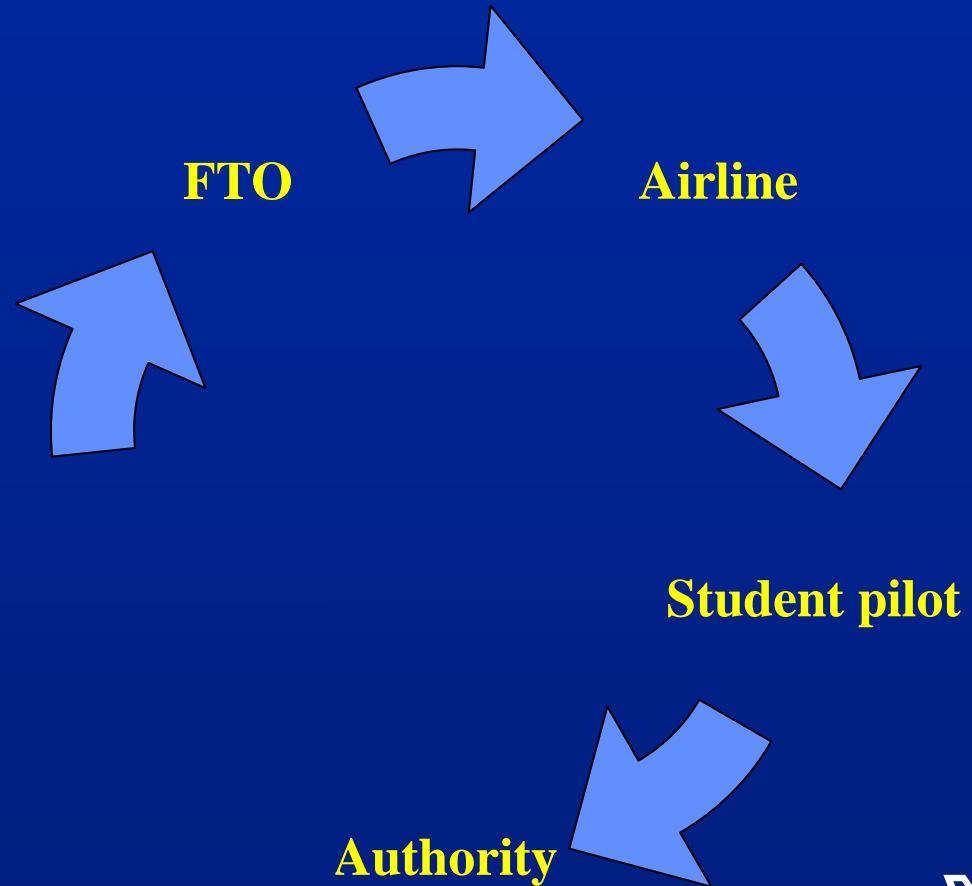
- Analyse the difference between the traditional integrated courses and MPL concept.
- Discussion on how to implement especially
 - TEM and
 - Competency based training.

Step 2 cntd.

- Requirement to documentation.
 - New training manuals.
 - Link between FTO and Airline.
 - Instructor training etc.
- How to start up.

Lessons to be learned

Interested parties
should include:



Examiners

Who is qualified?

- JAR-FCL TRE.
- Experienced and current MPA pilot.
- Extensive experience as FI in integrated courses.
- Experienced TRI MPA.
- In depth knowledge in TEM.
- Limited numbers to gain experience.

Evaluations from the first class

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Typing B737

- It is recommended that student attend a number of SNY flights. The SNY flights should be divided in both before the typing course and during the course.
- It is recommended that a rated commander participate in the training during a number of lessons.

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Skill-test:

- The students demonstrated good academic knowledge and flying skills.
- It is recommended that the hours available in the simulator is increased to 3 hours.
- We also recommend that a specific skill-test form for MPL instead of the typerating form

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- We were faced with the problem that the skill-test was a licence skill-test, a multipilot typerating skill-test and a instrumentrating skill-test
- The students were tested in all areas and it was only due to the fact that they were able to answer all question in a prompt way that the briefing was completed within 90 minutes.

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- Due to the fact that during the simulator training several visual patterns were exercised the student were able to after the first 2 landing to conduct landings with a minimum of help/corrections/instructions.
- The students achieved a good and safe standard much faster than pilots with previous experience on ATR 42 or Fokker 50

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- Aircraft training was divided in two. 6 landings on day 1 and 6 landings on day 2
- Day 1 was in good conditions i.e CAVOK and light wind therefore flown as visual patterns.
- Day 2 was with limited visibility, cloud base 4-500 feet forcing them to conduct the approaches as manually flown ILS

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- It is recommended to divide aircraft training into 2 days
- Based on feed back from the TRI's who conducted the aircraft training it would be possible to reduce the number of landings to 8.

Authority challenge

- Continued contact to all "interested parties"
- Active participation in different MPL bodies.
- Learn of the experience gained from airlines and training organisations.
- Updating of the requirements.
- Developing of reporting system to ICAO and JAA.

Thank you for your attention.

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