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1. RECORD OF REVISIONS

REVISION NO.	**DATED**
Rev. 01	March 2004
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1. POLICIES

1.1 TRAINING POLICY

1.1.1 General Training Policy

The Flight Crew Training Policy has been designed to clearly establish principles governing the whole of the supervision of the PIA flight training activities and the training of flight crew. This policy is directed towards achieving, at all times the highest standards in the operation of PIA aircraft.

The PIA Flight Training Policy for flight crew is based on the requirements of the Civil Aviation Authority as promulgated in the Civil Aviation Regulations and Air Navigation Orders. However, there are additional PIA requirements, which cover simulator and aircraft endorsements, recurrent cyclic training, technical courses and examinations. This special Company training and relevant criteria are specifically laid down in this document. They are subject to regular review and may be altered at any time as authorized by the Director Flight Operations and Chief Pilot Training and approved by CAA.

It is PIA policy that the checking and training of flight crew will take place whenever possible in flight simulators or during normal route operations. However, flight crew are not authorized to carry out maneuvers involving asymmetric flight or any other departure from normal operating procedures during enroute training on revenue flights.

Because of statutory requirement this training policy contains all such information and instructions which are necessary to enable persons appointed by PIA to conduct or supervise the training, practice and periodical tests to perform their duties.

The training policy is regarded by the CAA as the primary indication of the standards of training and testing to be achieved by PIA. As required this Training Policy has been approved by CAA.

Only those documents authorized and published by PIA to be used by training personnel for crew training and examination purposes.

1.1.2 Objective

The Flight Operations Training system objective is to assist trainees and the training section to reach the standards required by PIA and to maintain a level of proficiency beyond the statutory requirements of the various aircrew licenses.

Care has been taken that this training policy does not contain technical and operating information for general instructional purposes. Rather, it remains concise in its purpose of giving formal expression to PIA training policy and requirements, together with guidance on those matters to instructors and check pilots.

In order that check airmen are able to perform their work without inappropriate interference from Management or external organization, guidelines have been provided in this policy with regard to training, checking and assessment.

1.1.3 Responsibility

The respective Equipment Chief Pilot/Chief Flight Engineer will advise the Chief Pilot Training/Chief Flight Engineer of "Equipment Specific" procedures.

The Chief Pilot Training is responsible for issuing amendments to this Training Policy. The distribution list is held by Training Section of Flight Operations.

The Chief Pilot Training is responsible for:

a) The implementation of the Training Policy for Flight Crew and the conduct of training and checking duties by the Training personnel.
b) Administration and monitoring the results of all successful and unsuccessful ground and flight training programs.
c) Ensuring that the minimum standards of experience for initial and training personnel are met by all aircraft flight crews.
d) Limitations on training and testing in the course of flights for the purpose of public transport.
e) Methods of simulating instrument flight conditions in a training flight.
f) Methods of simulating engine failure and the form of words to be used during a training flight.
g) Procedures for touch-and-go or stop-go landings with particular emphasis on division of duties, considerations of flap setting, runway length, brake cooling and terrain.
h) Recommendations on re-testing and retraining after unsatisfactory performance or periods of non-flying due to illness or other causes.

NOTE: The simulation of instrument flight conditions and of emergencies affecting the flight characteristics of the aircraft is prohibited in the course of flights for the public transport of passengers.

1.1.4 Training Qualifications

1.1.4.1 Criteria

- Appointment or elevation to the executive professional position of Chief Pilot Training, Chief Pilot Standards or Equipment Chief Pilot/ Flight Engineer will be strictly on high moral values, sound character and professional merit. Competence may have precedence over seniority.
- Due to the very nature of their positions the Director Flight Operations, Chief Pilot Training and the Chief Pilot Standards Inspection are exempted from any condition of seniority as regards their eligibility for supervisory assignment
- An interview will be a mandatory requirement before a Pilot/Flight Engineer is considered for any supervisory assignment. However, Chief Pilot Training, Chief Pilot Standards Inspection and Equipment Chief Pilots are waived off this requirement due to the very nature of their management positions.
- Crew with marginal professional record (as per training file) and/or for lack of temperament for a supervisory assignment according to their professional/personal reputation may be disregarded after due scrutiny by the Selection Board and so informed thereof.
- Competence and merit may have preference over seniority.
- The remaining requirements are equally applicable as per Table 1.
- Crew who have successfully held a supervisory assignment on the previous equipment and have had an exemplary record may be exempted from the interview stage at the discretion of Chief Pilot Training/ Chief Flight Engineer.

REQUIREMENTS TO BECOME PRODUCTIVE AS LINE TRAINING CAPTAIN OR SIMULATOR INSTRUCTOR*

	LINE TRAINING CAPTAIN	SIMULATOR INSTRUCTOR
1.	Interview by Selection Board	Interview by selection Board
2.	Test on Training Policy, DCP Manual, Jeppesen & FOM	Same as for Line Training Captain
3.	I T Course or CRM workshop of a duration of Two days	Same as for Line Training Captain
4.	In depth course for a duration of Three days	Same as for Line Training Captain
5.	Training in RHS Seat (SIM) comprising of: - a) One Engine out on Take off b) One Engine out Go around from decision height c) One Engine out landing	Same as for Line Training Captain
6.	Two sectors as PNF from RHS	Observation of Simulator Training/Check Two sessions
7.	Six Take offs and Landings in RHS during line flying including Two Take offs and Landings at night.	Carry out Training under supervision of Simulator Instructor, Three sessions
8.	Conduct a Line check or U/S flying under the supervision of a DCP	Conduct Recurrent Training/Check session under supervision of DCP, Four Hours.

TABLE 1

* for Flight Engineer Requirements see 1.7, page 16-14

Notes:

1. 2 and 3 are not applicable if the Captain has already completed the requirement on the previous equipment as Line Training Captain or Simulator Instructor.
2. 2 to 5 for Simulator Instructor are not applicable if he has already completed these requirements while functioning as Line Training Captain.
3. 3 is not applicable to CRM facilitators.
4. The interview requirement may be waived off if the Pilot concerned has displayed an exemplary record as a Line Training Captain or if his interview for Line Training Captain was held in the preceding six months, at the discretion of Chief Pilot Training.

1.1.4.2 **The Selection Board**

The Selection Board is responsible for the selection of all Flight Crew Supervisory Assignments, which will remain the prerogative of the management.

The Selection Board will comprise of:

a) Chief Pilot Training / Chief Flight Engineer (President of the Board)
b) Chief Pilot Standards Inspection.
c) Equipment Chief Pilot / Chief Flight Engineer (Secretary of the Board) for Pilot/ Flight Engineer supervisory selection respectively.
d) One Equipment Designated Check Pilot / Flight Engineer.(Type A).
e) Director Flight Operations (As the signatory and final authority).

One of the representatives from (b), or (c) in his/her absence may be replaced by a nominee by the Director Flight Operations. Such a nominee shall be a Chief Pilot or a DCP/ DCFE Type A on the same or next higher equipment for Pilot/ Flight Engineer supervisory selection respectively.

All Flight Instructors, Simulator Instructors or Line Training Captains / Line Training Flight Engineers shall be selected by the “Selection Board”, which shall be constituted for this purpose.

It will be the responsibility of the Chief Pilot Training to convene a Selection Board at least two months in advance of an expected vacancy. Such vacancies shall be determined keeping in view the regulatory restrictions as prescribed by PAK CAA concerning the number of DCP type A or B pilots of any equipment. Also the envisaged promotions on any equipment shall be given due consideration in determining the number of vacancies for supervisory pilots.

The Secretary of the Selection Board will prepare a brief of each Flight Crew’s Training and Personal file. This brief along with Training and Personal Files will be placed before the Board.

A minimum of three members of a Board must agree on the Flight Crew in order for him to qualify.

In as far as their duties as Simulator/Flight Instructors, Designated Check Pilots / Flight Engineers and Line Training Captains / Flight Engineers are concerned, these Training and Check Personnel will be under the control of Chief Pilot Training / Chief Flight Engineer.

The authority to conduct checks required by the ANO is given to non-CAA examiner, who has been sponsored by PIA. Any authority

becomes invalid automatically the moment the examiner leaves PIA employment.

Prior to granting authorized status the CAA must be satisfied that approved training in the relevant skills has been undertaken for appointment as a Designated Check Pilot/Check Flight Engineer. All Flight Crew will complete the required training before taking up the post.

1.1.4.3 The Evaluation Board

The Evaluation Board is responsible for:

a) The evaluation of critically below standard cases;
b) Clarifications on contradictions in the implementation of this policy and to provide recommendations thereof;
c) Disciplinary cases professional or otherwise.

The Evaluation Board will comprise of:

a) Director Flight Operations, or his representative from amongst the Chief Pilots (President of the Board);
b) Chief Pilot Training / Chief Flight Engineer (Secretary of the Board), or their representative from amongst the Chief Pilots or a DCP type A of the same equipment or next immediate equipment;
c) Chief Pilot Standards Inspection or his representative from amongst the Chief Pilots or a DCP type A of the same equipment or next immediate equipment;
d) Equipment Chief Pilot/Chief Flight Engineer, or their representative DCP type A of the same equipment or next immediate equipment;
e) One Equipment Designated Check Pilot/ Check Flight Engineer (Type A).

Note 1: In the absence of the particular officer, one of the representatives from (a) to (d), will be nominated by the DFO.

Note 2: In the absence of the Chief Pilot Training/Chief Flight Engineer, the Chief Pilot Standards Inspection will officiate as Secretary of Board.

1.1.5 General Requirements For Aircraft Flight Crew Training And Testing

a) Under normal circumstance, a person conducting check should be currently qualified at least to the standard that the person being examined is required to demonstrate during that check.

b) Training and checks are to be conducted by separate instructors.

1.1.6 Failure To Maintain Required Standard

Any flight crew member whose performance is found to be below Company standards will be immediately withdrawn from operational duties and after recommended correctional training, will be required to achieve a satisfactory standard, prior to being validated as an operational crew member. Such correctional training shall be accorded priority.

1.1.7 Consolidation Flying

All Flight Crew are encouraged to approach their relevant Equipment Chief or Chief Pilot Training, should they consider they are in need of specific training or practice.

1.2 AIRBORNE FLIGHT TRAINING POLICY

It is essential that proficiency in executing the following maneuvers be maintained:

- Rejection of the takeoff;
- Continuation of the takeoff with engine failure;
- Missed approach with one engine inoperative; and
- Approach and landing with one engine inoperative.

1.2.1 General

When adequate simulator training is not possible, the following restrictions will be applied to airborne training:

a) before failures are practiced, adequate airborne training will be given to achieve proficiency in normal maneuvers;
b) where airborne practice in abnormal situations in flight is essential, such training will be carried out at a safe altitude not below 5000 AGL before being undertaken during takeoff or approach;
c) training for rejected takeoffs at or near limiting aircraft weights or speed above 80 kts or in limiting operational conditions are prohibited; and
d) for some aircraft types (e.g. those with wing-mounted engines) certain exercises may involve undue risk. These are not allowed.
e) The following exercises are prohibited:

   i) Complete stall.
   ii) Unusual attitudes.
   iii) Opening of power after inadvertent selection of reverse thrust/ground fine during touch & go landings.

iv) Intentional Engine Shut Down.
v) Flapless landing except on F-27.
vi) Electrical failures that affect the system warning capabilities, while operating in the circuit.

1.2.2 Conditions to Be Observed When Airborne Training Is Conducted

1.2.2.1 Aircraft Dispatch

a) All essential aircraft systems and their reserve systems should be fully serviceable at all times.
b) Standard procedures for control and communications should be observed.
c) ATC will be advised of exercises being performed, including abnormal approach configurations.
d) Full use should be made of available facilities, e.g. standard procedural departure and entry patterns, designated training areas, ground radar monitor.

1.2.2.2 Airport Conditions

a) Only light traffic/ATC density can be tolerated.
b) Unusual terrain and weather should be fully appreciated.
c) Additional margins for runway length and/or gross weight should be included for engine failure on takeoff and abnormal configuration landings.
d) Cross-wind and tail-wind maxima should be reduced for abnormal takeoff and landing practice, A slippery runway will not be used for abnormal takeoff or landing practice.
e) Cloud base not less than 2000 feet AGL. Visibility not less than 3 KM or circling minima, which ever is greater. These minima will apply only for circuit training, otherwise normal minima for the type of approach available will apply.
f) Cross wind not to exceed 15 knots on dry runway and 10 knots on wet runway, subject to aircraft limitations.
g) No thunderstorm activity within 10 NMS radius of the airfield/designated training area. If clearance of 10 NMS cannot be assured, the instructor will delay, terminate or cancel the training.
h) Training will only be conducted if the braking action is reported or is experienced to be good.
i) For training area exercises, VMC except vertical clearance from clouds should be not less than 3000 ft.

1.2.2.3 **Maneuver Restrictions**

a) Engines will not be shut down lower than 8,000 feet AGL.
b) Stalling practice will only be undertaken above 8,000 feet AGL and below 10,000 feet pressure altitude.
c) Additional margins will be applied to all critical speeds and field lengths. Suitable reductions will be applied to the cross-wind limits.
d) Practice of takeoff, landing and missed approach with simulated engine failure will be carried out with the failure simulated by reducing power to a setting, which permits adequate engine acceleration.
e) Altitude, speed and weather limitations should be known and briefed upon before all maneuvers.
f) Engine-out and potential upset maneuvers will not be practiced over populated areas.

1.2.2.4 **Operational Considerations**

a) Traffic lookout is most important.
b) Extra crewmembers will be briefed to monitor R/T, critical maneuvers, system failures, weather conditions, etc.
c) All systems will be restored to normal after each exercise.
d) No Flight Engineer training other than in normal procedures, is to be allowed in the traffic pattern.
e) At all times, it should be clearly understood which pilot is handling the aircraft.

1.2.2.5 **The Cautious Approach To Training**

a) All training should follow a recognized logical programme. Maneuvers not in the training programme or syllabus are prohibited.
b) Crew fatigue and diurnal cycle should be considered by all concerned so that crew attention and alertness is maximized.
c) Aircraft systems, electrical circuits and engines should not be unnecessarily deactivated. Failures should be simulated in such a way that they can be restored simply and rapidly.
d) Crews should always be aware of the potential of a real system failure and unforeseen or complicating factors, including weather and traffic, when practicing unusual maneuvers. Whenever a complicating factor is encountered training should cease immediately and the cockpit be restored to normal.

e) Safety margins should never be compromised. The instructor should at all times be ready to take control, and should not hesitate to do so when it appears prudent.
f) Only approved hoods shall be used to simulate instrument flight conditions.
g) A qualified crew compliment is required in the cockpit on all training flights.
h) During airborne training and when simulating engine failure Instructor will announce, “simulating an engine fail” and retard one power lever. The Instructor will be prepared to apply the correct rudder if the student applies no / incorrect rudder input.

1.2.3 Re-Assessment of Training Policies

A periodic re-assessment of training policies and procedures will take place when deemed necessary.

1.3 CHECKING POLICY

1.3.1 General.

During initial PPC/IR of a pilot, the other crew member(s) must be type qualified or shall have been duly recommended for the check.

A common rating system is used to indicate the standard demonstrated by a crewmember during any training, recurrent training, check or line operation.

A crewmember shall be rated against the desired standard when undergoing recurrent training or a proficiency check. When undergoing transition training, a crewmember shall be rated against the normal expected rate of progress for that stage of training.

For CAA requirements option is provided to indicate an overall assessment as follows:

a) SATISFACTORY PROGRESS
b) UNSATISFACTORY PROGRESS

Check assessment forms, whether initial or recurrent PPC/IR or route-check shall be graded in accordance with DCP manual, i.e.:

(i) SATISFACTORY (S)
(ii) SATISFACTORY WITH BRIEFING (SB)
(iii) UNSATISFACTORY (U)

Any individual rating of "Below standard" on a recurrent training exercise will be associated with an UNSATISFACTORY PROGRESS assessment. Remedial training if required and a repeat to a satisfactory standard must be given prior to continuing line operations.

A similar rating on transition training programme should be associated with an unsatisfactory progress assessment and further training given to ensure that a satisfactory standard is reached. (Refer 7.6.3)

1.3.1.1 ASSESMENT GUIDLINE

The tolerance for instrument flight tests must be respected by all check pilots. Each candidate must demonstrate aircraft control to maintain;

a) Assigned headings within 10 degrees
b) Assigned tracks and bearings within 10 degrees
c) Altitude within 100 feet except at MDA when accurate altitude control is required.
d) Air speed within + 10 KNOTS or – 5 KNOTS for holding, approach and missed approach.
e) Not more than half scale deflection as appropriate to the airplane type of the course deviation indicators during instrument approaches.

These criteria assume no unusual circumstances and may require allowances for momentary variations. The exact rating definition and tolerances to be applied during a particular sequence may be modified by such things as weather, turbulence, simulated malfunction and type of approach.

1.3.1.2 Considerations

It is most important that the remarks must always agree with the rating given.
Training Personnel must bear in mind the following:

- The category of the crewmember being rated.
- The reason for which the crewmember is being rated.
- Recurrent Training or Checks.
- Rated against the satisfactory standard for the particular category and license.
- Transition Training rated against normal progress.

1.3.1.3 Company Standard

It is the airline's policy to maintain a high level of professionalism. To achieve this goal, any person who is graded during initial or recurrent PPC/IR with more than five (5) SBs (Satisfactory with briefing) shall be planned for remedial training followed by a check. The instructor will put down the reasons for SBs in the remarks column.

1.3.1.4 General Observations of the Rating System.

Check personnel should avoid use of such words as "good' or "high" in the text of a Flight Training Report, unless they relate to the scale in the column on the side of the form. Make sure the words do not conflict with the rating standard.

Checking or training personnel should constantly remind themselves when undertaking recurrent training exercises that when signing the departmental document, they are indicating a conviction that the crew member being assessed will not drop below a MINIMUM STANDARD during the ensuing period.

It is desired to draw to the attention of all those involved in the submission of Flight Training Reports, that all Flight Training Reports shall be signed by crew members to indicate they have been made aware of the contents.

1.3.1.5 DCP – Trainee Pairing System:

This pairing on Pilot Proficiency Checks (PPC), Flight Engineer Proficiency Check and Line Checks will be achieved as follows:

a) Assistant Manager Licensing will forecast flight crew PPC/IR Checks and line checks for the following two months by the 5th of every month and forward this information to Manager Training Control.

b) Manager Training Control will scrutinize the Training Files of Flight Crew and pair each trainee for check with DCP as follows:

- The DCP selected should not have carried out check of the flight crew in the preceding two checks. A line check by a DCP during any of the last three line checks will not debar him from being selected for PPC/IR check and vice versa.
- Subsequently checks should be rotated amongst all the available DCPs, keeping in mind to exclude at least the DCPs who carried out the last two checks.

c) Additionally Manager Training Control is responsible for keeping a record of the check pairing in the training file. This record would be displayed on the inside cover of the Training File.

d) Manager Training Control will forward the following month's check pairing plan to Manger Crew Scheduling for incorporation in the roster by 10th of each month.

e) If for any reason the rostered pairing cannot be maintained a waiver should be sought from Chief Pilot Training/ Chief Flight Engineer and CAA informed accordingly.

1.3.2 Line Check (R/C)

The Designated Check Pilot/Flight Engineer has the authority and responsibility to suspend the flight status of the crew member under check If the required PIA and CAA standards are not met during a Line Check, and refer the matter to the Chief Pilot Training/Chief Flight Engineer.

The Designated Check Pilot retains the authority to assume command of the operation should it be considered necessary in the interest of safety. Such transfer of command would normally only be made on the ground; for example following completion of a sector to an unacceptable command standard. The new crew status will be reflected on all relevant documentation.

1.3.2.1 Definitions.

Short Haul Flights: Flights to Domestic, Regional and Gulf aerodromes.

Long Haul Flights: One sector of not less than 4 hours scheduled Block time.

Requirements

The minimum Line Check requirement for P1 endorsement /License renewal:

Long Haul Flight [Pilot] - one sector of not less than 4 hr scheduled block time or, where the block time requirement cannot be met, a check of two sectors is required. Where two sectors are required, it is intended that the sectors should be consecutive and conducted by the same Designated Check Pilot.

Short Haul Flight [Pilot] – two consecutive sectors conducted by the same Designated Check Pilot.

The minimum Line Check requirement for endorsement/ license renewal of a Flight Engineer:

Long Haul Flight [Flight Engineer] - one sector of not less than 4 hr scheduled block time.

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Short Haul Flight [Flight Engineer] - two sectors where schedule block time on each sector is not less than 1hr 4O min.

Considerations

A Line Check (R/C) failure away from home base poses the Line Training Pilot/ Flight Engineer with a variety of problems requiring careful consideration.

For instance, if the sector is not going too well, it may be appropriate to provide a training input to correct shortcomings and elevate the standard.

The moment that assistance is given (as opposed to normal support) the check nature of the flight is negated. It then becomes a failure requiring a repeat check.

In the event that the failure is of such seriousness that continued operation, even under training is unwise, then the crew member shall be removed from duty.

In the case of a Captain or Flight Engineer, the Line Training Pilot/ Flight Engineer shall take over until return to base or arrangement of replacement.

In the case of a Copilot/First Officer, the pilot must be replaced and returned to base for remedial training.

It is imperative that where a failure of a Line Check (R/C) occurs the crew member is aware of the suspended status and the Duty Scheduler advised as soon as possible.

1.3.2 Pilot/Flight Engineer Proficiency Check

Pilot Proficiency Checks (PPC), and Instrument Rating Checks will not be conducted during revenue flights.

Flight Engineer Proficiency Checks will not be conducted during revenue flights.

1.4 FLIGHT CREW QUALIFICATION AND EXPERIENCE CRITERIA

For a Copilot/First Officer to be eligible for selection for command, he must have the following minimum experience:

a) Meet all regulatory requirements.
b) Meet all PIA Career Plan requirements.

In addition, to be eligible for Command on company aircraft, a pilot must demonstrate sound management skills. In particular, he/she

must be able to maintain a disciplined, harmonious, and efficient working environment, not only on the Flight Deck, but whenever interacting with any company staff, its agents, and service providers.

1.5 FLIGHT STANDARDS POLICY

1.5.1 Supervision of Training & Check Personnel

Chief Pilot Standards Inspection is responsible in accordance with the DCP Manual and Standards Inspection Policy for the monitoring of:

a) flight operations standards;
b) check and training procedures and instructional standards;
c) unsafe trend.
d) trend analysis for training program improvement.

Chief Pilot Standards Inspection will occasionally detail senior Standards Check Captain/Flight Engineer to observe the conduct of the Training or Check by Simulator/Flight Instructor, Designated Check Pilot/Flight Engineer and Line Training Captain/Flight Engineer.

Personnel, except CAA Inspectors, observing the training or check will be so authorized by the Chief Pilot Standards Inspection.

A person monitoring a training or check should be currently qualified at least to the standard that the person being observed is required to demonstrate during that training or check. Qualification of a Standard Check Captain/Flight Engineer should not be less than Designated Check Pilot/Flight Engineer .

1.6 DEFINITION OF LEVELS FOR GROUND/CLASSROOM TRAINING

Following levels have been determined and used in the syllabus to facilitate Instructors to understand the various levels at which a subject has to be taught.

The difference in levels is based on the range and depth of knowledge required.

1.6.1 Level-1

Denotes a requirement for general familiarization and concept of understanding in general terms of the fundamental principles.

1.6.2 Level-2

Denotes a requirement for sufficient understanding of the job performance.

1.6.3 Level-3

Denotes a requirement for in depth knowledge of the subject which can be applied with speed and accuracy.

REQUIREMENTS TO BECOME PRODUCTIVE AS LINE TRAINING FLIGHT ENGINEER OR SIMULATOR INSTRUCTOR

	LINE TRAINING FLIGHT ENGINEER	SIMULATOR INSTRUCTOR
1	Interview by selection board.	Interview by selection board.
2	Test on Training Policy, DCP Manual and FOM.	Same as for Line Training Flight Engineer.
3	IT course of a duration of 2 days.	Same as for Line Training Flight Engineer.
4	Indepth course for a duration of 3 days.	Same as for Line Training Flight Engineer.
5	02:00 hours proficiency check on simulator.	Same as for Line Training Flight Engineer.
6	Six sectors under supervision in F/E position.	Observation of Simulator Training / Check. Two sessions.
7	Conduct a Line Check or U/S flying under the supervision of a DCFE.	a. Carryout Training under supervision of Simulator Instructor, Three sessions. b. Conduct Recurrent Training/ Check session under supervision of DCFE.

TABLE – 2

Notes:

1. 1 to 5 for Simulator Instructor are not applicable if he has already completed these requirements while functioning as Line Training Flight Engineer.
2. 2 and 3 are not applicable if the Flight Engineer has already completed the requirement on the previous equipment as Line Training Flight Engineer or Simulator Instructor.

2. CHECK AIRMAN, CATEGORIES, TRAINING & VALIDATION

PIA Designated Check Pilots/Flight Engineers have a responsibility to the Company for the maintenance of Company standards and discipline, and to the Civil Aviation Authority for the maintenance of licensing standards.

A high standard of professional and personal conduct is expected to serve as a good example both on and off the aircraft.

2.1 CHECK AIRMAN VALIDATION

A Standards check is required one year after initial approval, or upgrading of an approval from a lower category, e.g. from line training captain to Designated Check Pilot (Type B), etc.

Revalidation of approvals for PIA Designated Check Pilot/Designated Check Flight Engineer shall be required every year.

Designated Check Pilot/Designated Check Flight Engineer who have not exercised their approval in any category for a period exceeding one year will be deemed to be initial applicants.

2.2 CATEGORIES OF AIRMAN.

2.2.1 Pilot

2.2.1.1 Line Training Captain

A Line Training Captain carries out Line indoctrination of Pilots on Aircraft and only those line checks, which are a company requirement (not CAA).

2.2.1.2 Designated Check Pilot (Type B)

Line training Captains approved by CAA to carry out those checks, which are a CAA requirement in addition to their duties, will be referred to as “Type B” DCPs.

2.2.1.3 Flight Or Simulator Instructor (Pilot)

A Flight or Simulator Instructor carries out Simulator/ Flight Training and Line Training as authorized.

2.2.1.4 Designated Check Pilot (Type A)

DCPs approved to conduct recurrent pilot proficiency and Instrument Renewal Checks will be referred to as “Type A” DCPs. He also

exercises the authority of a DCP (Type B). Additionally he carries out Simulator/ Flight Training and Line Training as authorized.

2.2.2 Flight Engineer

2.2.2.1 Line Training Flight Engineer

A Line Training Flight Engineer carries out Line Training of Flight Engineer on Aircraft.

2.2.2.2 Designated Check Flight Engineer (Type B)

DCFEs approved to conduct Flight Engineer Line indoctrination and / or Line Checks will be referred to as “Type B” DCFEs.

2.2.2.3 Flight Or Simulator Instructor (Flight Engineer)

A Flight or Simulator Instructor carries out Simulator/ Flight Training and Line Training as authorized.

2.2.2.4 Designated Check Flight Engineer (Type A)

DCFEs approved to conduct recurrent Flight Engineer Proficiency Checks will be referred to as “Type A” DCFEs. He also exercises the authority of a DCFE (Type B). Additionally he carries out training on Aircraft and Simulator, as authorized.

2.3 LINE TRAINING CAPTAIN

2.3.1 The Selection and Training of Line Training Captain

2.3.1.1 Objectives

- To ensure the appointment of suitable candidates to the position of Line Training Captain.
- To ensure that training is given to enable the Line Training Captain to optimize the potential of his trainee.
- To establish a standard for the selection and training of Line Training Captain.

2.3.1.2 Selection Criteria

a) Holds a ATPL License with type and command rating.
b) For initial appointment on Turboprop aircraft he/she should have attended a CRM workshop.
c) Should have 300 hours (500 Hours on initial command equipment) on line operation in command on type. In the case of induction of

new aircraft in the Airline, the requirement of 500 hours on line may be waived off if he/she is an experienced instructor on other types.

d) Should have the ability in handling and cockpit management of a consistent high standard;
e) Motivation towards training.
f) Stability of temperament and patience.
g) Integrity and conduct should be beyond reproach.
h) Ability to analyze problems and impart knowledge.
i) Should not be in heart related OML (multicrew aircraft operating limitations).

2.3.2 Duties Of The Line Training Captain

a) To develop the pilot's knowledge of technical and operational theory into practical understanding of the operating standards required and crew coordination needed to achieve these standards.
b) To teach pilots to handle and manage their aircraft in accordance with the operator's policy and the manufacturer's operating manual.
c) To evaluate under training pilot progress.
d) To evaluate and develop training programmes for pilots and make recommendations for operating procedures and techniques.
e) To carry out only those line checks, which are a company requirement (not CAA).

2.3.3 Initial Training

A Line Training Captain course will be provided and completed which will include:

a) The responsibility and authority of the Line Training Captain in relation to the student, PIA and the CAA.
b) Techniques of training and basic factors in the teaching/learning process; diagnosis of student faults and their correction thereof.
c) An open book assessment on procedures and policies laid down in the FOM, Jeppessen, DCP Manual and Training Policy.
d) A review of the performance limits and systems of the aeroplane; FMS, Engine, Airframe, Loading and Ground Handling up to level three.
e) Demonstration of wide knowledge of route structure, navigation, flight management, airframe and engine systems, loading and ground handling. Much of the responsibility for the standardization of operating procedures and flight deck management will depend on the observations and analytical skills of the line training captains. The importance of line training cannot be over emphasized and the caliber of the line training captain should reflect this.

f) Flight training in both seats, including all critical maneuvers.
g) A check of skills while occupying that seat, consisting of the following in the simulator for turbojet a/c and on the a/c (base training only) for turboprop Aircraft:

- An engine failure on takeoff (Simulator Only), a simulation of an engine failure (Aircraft);
- an asymmetric go-around from decision height /MDA(H); and
- an asymmetric landing.

h) Six takeoffs and landings out of which two takeoffs/ landings must be by night from the right seat during line flying, supervised by not less than senior line training captain. Two sectors as pilot not flying in the right hand seat with not less than a senior line training captain.
i) Potential hazards involved in simulating system malfunctions.
j) Importance of correct briefings and action to be taken whenever safety margins become eroded.

2.3.4 Continuation Training and Development

During his/her early experience of instructional duties, the Line Training Captain performance and continued interest will be closely supervised. Thereafter his/her suitability will be periodically re-assessed. The background knowledge and expertise of the Line Training Captain must be maintained and developed by continued supervision, advice and training by PIA. New techniques and procedures must be fully understood by the Line Training Captain before they are introduced.

Periodic meetings of Line Training Captain, Designated Check Pilot, Flight/Simulator Instructors, Standard Check Captains and PIA Training Center's Senior Instructors, will be held at least biannually for discussion on matters of common concern for evaluation of training programmes. Each Line Training Captain and DCP (Type B) must attend one such meeting once a year.

2.4 FLIGHT OR SIMULATOR INSTRUCTOR - PILOT

2.4.1 The Role of the Flight or Simulator Instructor

Depending upon his particular appointment, the Flight or Simulator Instructor is responsible for teaching pilots to handle and manage their aircraft, its systems, and its occupants, in accordance with established PIA policy. This involves demonstration in the simulator, explanation,

fault analysis and correction, and assessment of performance against minimum standards;

2.4.2 The Selection and Training of Flight or Simulator Instructors

2.4.2.1 Introduction

a) The Flight/Simulator Instructor plays a vital role in the establishment of safe, efficient methods of aircraft operation; he provides a link between the statement of management policy and its practice by airline crew.
b) Specialized training and suitability of Flight / Simulator Instructors is vital. Neglect in this regard would result in substandard and subsequently high cost of training adversely affecting the entire training programme as well as jeopardizing the flight safety.

2.4.2.2 Objectives

a) To ensure the appointment of suitable candidates to the position of Flight or Simulator Instructors.
b) To train the selected Flight or Simulator Instructors to fulfill their duties.
c) To establish a standard for the selection and training of Instructors.

2.4.2.3 Selection Criteria

a) Flight or Simulator Instructors will hold an ATPL with type and command rating;
b) He should have 300 hours (500 hrs on initial Command equipment) of line operation on type in command (although on new aircraft types this requirement may be waived in the case of experienced instructor on other types);
c) He should have aptitude, temperament and communicative skills;
d) He should have some measure of maturity;
e) He should have the ability in handling and cockpit management of a consistent high standard;
f) He should demonstrate the ability and temperament to critically observe pilot performance without entering into the activity or interfering in any way;
g) He should have an interest in training, evaluation, and the application of standards;
h) He should demonstrate an ease of social contact and an ability to withdraw from active participation and to adopt to another's personality in training situations;
i) He should show an ability to observe and assess objectively;

j) He should have pride in the profession, his integrity and loyalty to the Corporation must be beyond reproach.
k) He should be familiar with PIA policies and operating procedures;
l) He should show academic interest and have background knowledge in aviation subjects.
m) He should preferably have previous experience in PIA either as a line training captain or flight or simulator instructor (Although this requirement may be waived in the case of initial aircraft).

2.4.3 Initial Training

A programmed course of instruction and practice in training/testing, and CAA/PIA standards of proficiency. This course will include:

a) Review of the type and its systems up to level three.
b) Its limitations and procedures for dealing with malfunctions.
c) The application of the flight simulator and its limitations.
d) Methods for simulating malfunctions.
e) The techniques of teaching and the basic factors involved in the teaching/ learning process: diagnosis of faults and their correction
f) The psychological factors in the instructor/student relationship: the importance of training as against "checking": dealing with "difficult" students.
g) Training in the duties, responsibilities and authority of the Designated Check Pilot in relation to the pilot/crew under test, PIA and CAA and legislation concerning testing and the validation of licenses and ratings.
h) A review of PIA policies and procedures relevant to flight operations (FOM) and training (Training Policy).
i) An open book assessment on procedures and policies laid down in the FOM, Jeppessen, DCP Manual and Training Policy.
j) Training in the proper briefing of the candidate prior to the training/check.
k) Training, in the proper assessment and grading of pilots' performance, and the importance of consistent and objective assessment, including the detection of:

l) Improper and insufficient training; and
m) Personal characteristics which could adversely affect safety.

n) Training in constructive criticism and debriefing.
o) Training in the appropriate corrective action to be taken in the case of unsatisfactory checks.
p) Training in the approved methods, procedures and limitations for performing the required normal, abnormal and emergency procedures in the aircraft;

q) In-flight (applicable to turbo-prop A/C) and simulator (applicable to turbo-jet A/C) training and practice in conducting training/flight checks from the left and right seats in the required normal, abnormal and emergency maneuvers as per syllabus, to ensure the check pilot's competence to conduct training/flight checks on type.
r) Training in the appropriate safety measures to be taken from either pilot seat for emergency situations, which are likely to develop in training/checking.
s) Training in the potential hazards of improper or untimely safety measures during training and checking.

2.4.4 Consolidation and Development

Check Pilots must be fully aware of changes in operating procedures and in training policies. Periodic meetings of flight/simulator instructors and standard check captains (instructors) will be held at least biannually for evaluation of training programme and discussion on matters of common concern. Each Instructor must attend such meetings at least once a year.

2.4.5 Periodical Re-Assessment

The Check Pilot/ Flight Engineer (Flight/Simulator) will be periodically re-assessed at random by a Standards Check Captain/ Flight Engineer.

2.4.6 Appointment and Recognition

Having satisfied the basic criteria and completed the course of training and demonstrated his ability to instruct, the new Flight or Simulator Instructor (or one who is re-appointed) should receive a formal letter of appointment from the Chief Pilot Training, specifying his authority and responsibilities.

2.4.7 Recurrent Training and Development

During his early experience of instructional duties the Flight Simulator Instructor's performance and continued interest will be closely supervised by Standard Check Captains. Thereafter, his suitability will be periodically re-assessed. The background knowledge and expertise of the Flight/ Simulator Instructor will be maintained and developed by continued supervision, advice and training.

2.5 AIRCRAFT BASE TRAINING - RECURRENCY

Flight Instructors shall not conduct aircraft base training unless within the preceding 90 days they have conducted 2 hours of such training.

Requalification is achieved by conducting at least one hour of Base Training under the supervision of a Flight Instructor or by completing at least 1 hour of personal proficiency training in a flight simulator.

2.6 LINE TRAINING FLIGHT ENGINEER.

2.6.1 Selection and Training of Line Training Flight Engineer

2.6.1.1 Objectives

a) To ensure the appointment of suitable candidates to the position of Line Training Flight Engineer.
b) To ensure that training is given to enable the Line Training Flight Engineer to optimize the potential of his trainee.
c) To establish a standard for the selection and training of Line Training Flight Engineer.

2.6.1.2 Selection Criteria

a) Holds Flight Engineer license with type rating.
b) Should have 2000 hours total and 500 hours on the type. In the case of induction of new aircraft in the Airline, the requirement of 500 hours on line may be waived off if he/she is an experienced instructor on other types.
c) For initial appointment should have attended a C.R.M. workshop.
d) Ability to analyze problems and impart knowledge.
e) Stability of temperament and patience.
f) Motivation towards training.
g) Integrity and loyalties to the Corporation should be beyond reproach.
h) Should have ability in cockpit management of a constant high standard.

2.6.1.3 Duties of Line Training Flight Engineer

a) To develop the Flight Engineer's knowledge of technical and operational theory into practical understanding of the operating standards required and crew co-ordination needed to achieve these standards.
b) To teach Flight Engineers to handle and manage their aircraft in accordance with the operator's policy and the manufacture's operating manual.

c) To evaluate under training Flight Engineer progress.
d) To evaluate and develop Training Programmes for Flight Engineers and recommendations for operating procedures and techniques.

2.6.1.4 **Initial Training**

A Line Training Flight Engineer course will be provided and completed which will include:

a) The responsibility of the Line Training Flight Engineer in relation to the student, PIA and the CAA.
b) b) Techniques of training and basic factors in the teaching/learning process; diagnosis of student faults and their correlation thereof.
c) An introduction to the documentation involved in training and checking;
d) A review of the performance limits and systems of the aeroplane; Engine, Airframe, Loading and Ground Handling up to level three.
e) Demonstration of wide knowledge of airframe and engine systems, loading and ground handling. Much of the responsibility for the standardization of operating procedures and flight deck management will depend on the observations and analytical skills of the line training Flight Engineers. The importance of line training can not be over emphasized and the caliber of the line training Flight Engineer should reflect this.
f) Simulator training on the Flight Engineer Seat including all critical exercises.
g) A check of skills while occupying that seat consisting of critical exercises.
h) Training on line for six sectors supervised by no less than senior Line Training Flight Engineer.
i) Potential hazards in simulating system malfunctions.
j) Importance of correct briefings and action to be taken when safety margins become eroded.

2.6.1.5 **Continuation Training and Development**

a) During his/her early experience of instructional duties, the Line Training Flight Engineer performance and continued interest will be closely supervised. Thereafter his/her suitability will be periodically re-assessed by a Standards Check F/E. The background knowledge and expertise of the Line Training Flight Engineer must be maintained and developed by continued supervision, advice and training by PIA. New techniques and procedures must be fully understood by the Line Training Flight Engineer before they are introduced.

b) Periodic meetings of Line Training Flight Engineer, Designated Check Flight Engineer, Flight/Simulator Instructors, Standard Check Flight Engineer and PIA Training Center's Senior Instructors, will be held at least biannually for discussion on matters of common concern for evaluation of training programmes. Each Line Training Flight Engineer and DCP (Type B) must attend one such meeting once a year.

2.7 FLIGHT OR SIMULATOR INSTRUCTOR FLIGHT ENGINEER

2.7.1 The Role of the Flight or Simulator Instructor

Depending upon his particular appointment, the Flight or Simulator Instructor is responsible for teaching Flight Engineers to manage the aircraft systems, in accordance with established PIA policy. This involves demonstration in the simulator, explanation, fault analysis and correction, and assessment of performance against minimum standards.

2.7.2 The Selection and Training of Flight or Simulator Instructors

2.7.2.1 Introduction

a) The Flight/Simulator instructor plays a vital role in the establishment of safe, efficient methods of aircraft operation; he provides a link between the statement of management policy and its practice by airline crew.

b) While the importance of proper selection and training of Flight Simulator Instructors for primary flight training is generally appreciated, many air transport operators still appoint Flight Engineers to instructional posts with little regard to their suitability and their specialized training for the role. As a result, crews may be poorly or inadequately trained, training costs may be unnecessarily high, morale may be endangered by lack of confidence in the training organization, and ultimately flight safety may be prejudiced.

2.7.2.2 Objectives

a) To ensure the appointment of suitable candidates to the position of Flight or Simulator instructors.
b) To train the selected Flight or Simulator Instructors to fulfil his duties.
c) To establish a standard for the selection and training of instructors.

2.7.2.3 **Selection Criteria**

a) Hold a Flight Engineer license with type rating.
b) Should have 2500 hours total and 1000 hours on the type (although on new aircraft types this requirement may be waived in the case of experienced instructor on other types);
c) He should show motivation towards training;
d) He should have some measure of maturity;
e) He should have the ability in handling and cockpit management of a consistent high standard;
f) He should demonstrate the ability and temperament to critically observe Flight Engineer performance without entering into the activity or interfering in any way;
g) He should have stability of temperament and patience;
h) He should have an interest in training testing, and the application of standards;
i) He should demonstrate an ease of social contact and an ability to withdraw from active participation and to adopt to another's personality in training situations;
j) He should show an ability to observe and assess objectively;
k) He should have pride in the profession, his integrity and loyalty to the Corporation must be beyond reproach.
l) He should be familiar with PIA policies and operating procedures;
m) He should show academic interest and have background knowledge in aviation subjects.
n) He should preferably have previous experience in PIA either as a line training Flight Engineer or flight or simulator instructor.

2.7.3 Initial Training

A programmed course of instruction and practice in training/testing, and CAA/PIA standards of proficiency. This course will include:

a) Review of the type and its systems up to level three.
b) Its limitations and procedures for dealing with malfunctions.
c) The application of the flight simulator and its limitations.
d) Methods for simulating malfunctions.
e) The techniques of teaching and the basic factors involved in the teaching/learning process: diagnosis of faults and their correction.
f) The psychological factors in the instructor/student relationship: the importance of training as against "checking": dealing with "difficult" students.
g) Training in the duties, responsibilities and authority of the Designated Check Flight Engineer in relation to the Flight Engineer

/crew under test, PIA and CAA and legislation concerning testing and the validation of licenses and ratings.

h) An open book assessment on procedures and policies laid down in the FOM, Jeppessen, DCP Manual and Training Policy.
i) An introduction to the documentation involved in training and checking.
j) Training in the proper briefing of the candidate prior to the training/check.
k) Training in the proper assessment and grading of Flight Engineers performance, and the importance of consistent and objective assessment, including the detection of:
    - Improper and insufficient training; and
    - Personal characteristics which could adversely affect safety.
m) Training in constructive criticism and debriefing.
n) Training in the appropriate corrective action to be taken in the case of unsatisfactory checks.
o) Training in the approved methods, procedures and limitations for performing the required normal, abnormal and emergency procedures in the aircraft;
p) In-flight and simulator training and practice in conducting training/flight checks in the required normal, abnormal and emergency procedures as per syllabus, to ensure the check Flight Engineer's competence to conduct training/flight checks on type.

2.7.4 Consolidation and Development

Check Flight Engineers must be fully aware of changes in operating procedures and in training policies. Periodic meetings of flight/simulator instructors and standard check Flight Engineers (instructors) will be held at least quarterly for evaluation of training programme and discussion on matters of common concern. Each Instructor must attend such meetings at least twice in a year.

2.7.5 Periodical Re-Assessment

The check Flight Engineer will be periodically re-assessed by a Standards Check Flight Engineer.

2.7.6 Appointment and Recognition

Having satisfied the basic criteria and completed the course of training and demonstrated his ability to instruct, the new Flight or Simulator Instructor (or one who is re-appointed) should receive a formal letter of appointment from PIA, specifying his authority and responsibilities.

2.7.6.1 **Recurrent Training and Development**

During his early experience of instructional duties the Simulator instructor's performance and continued interest will be closely supervised by Standard Check Flight Engineers. Thereafter, his suitability will be periodically re-assessed. The background knowledge and expertise of the Simulator Instructor will be maintained and developed by continued supervision, advice and training by PIA.

3. INITIAL EMPLOYMENT

3.1 INITIAL EMPLOYMENT PILOT

3.1.1 Objectives

The aim of this policy is to make certain that methods and standards of pilot selection for initial employment by PIA meet the requirements of professional personnel selection. This means that:

- methods in use are state-of-the-art regarding objectivity, reliability, validity and fairness to the applicant;
- any discrimination as to race, sex, religious, technical or political background is excluded;
- applicants are assessed against high standards to optimize the quality of future airline pilots.

Note: PIA recognizes the value of a stringent initial selection but emphasizes that the selection is a continuous process through the initial training as even the best initial selection methods can only predict the success of the applicant and should not be set against and above the training results.

3.1.2 Criteria

At least holds a valid C.P.L with Instrument Rating.
In general, educational qualifications are commensurate with those required for entry into university with Science subjects.

Medical standards are the same as the ICAO requirements and permit natural deterioration during the course of a pilot's career before the minimum standard is reached.

The selection criteria are set by Director Flight Operations, Chief Pilot Training and Chief Pilot Standards Inspection who are therefore responsible for final selection.

Note: PIA recognizes that the ideal airline pilot model does not exist. It has to be stated, however, that an airline pilot's duties and responsibilities dictate that the selection process aims at selecting those candidates who have:

a) sufficient manual and cognitive skills to efficiently handle the aircraft and execute proper flight management;
b) personality structure suitable for duties as an airline pilot;
c) the right attitude and social skills for team work;

d) motivation to develop and maintain a high level of airmanship;
e) leadership and command potential;
f) qualities that enable them to perceive the airline pilot's profession in a wider context and perform accordingly.

3.1.3 Selection Procedure

3.1.3.1 Selection Board (Initial Employment

The Selection Board (Initial Employment) will comprise of Director Flight Operations, Chief Pilot Training and Chief Pilot Standards Inspection.

3.1.3.2 Selection Tests

General

a) PIA recognizes the value of the psychological tests in the initial selection as methods of forecasting the future capability and quality of the applicant as an airline pilot especially where young applicants are concerned. PIA accepts the economic necessity for the use of tests in lieu of direct performance observations in simulated situations, which in principle are to be followed.
b) The use of tests aims at the optimum level of objectivity and standardized entry to the pilot profession. It is clear that relying on interviews and/or information about an applicant's background does not guarantee the objectivity required.
c) Tests will be administered only by qualified psychologists.
d) Test results will be interpreted as a whole; no single test will become a deciding factor in selection.
e) It is to be noted that significant cultural influences affect the results of some tests. The test models used will be general in scope and culture free to ensure maximum effectively.

Psychomotor and Co-ordination Tests

a) The flight training devices in this assessment will be used. If these devices are not available, skillfully designed psychological co-ordination tests will be used in the selection process to predict success in training as their reliability and validity are well established if used by a trained psychologist.
b) As scientific results show that these tests have the best predictive value to the overall performance, their relative importance in evaluating the applicant is emphasized

Aptitude Tests (intellectual ability)

As these tests are fairly well validated and reliable their use will be followed in the selection process.

Personality Tests

Assessing personality is a most essential part of any psychological screening for airline pilot tasks. Established personality tests are available but no single test exists that could be considered the most suitable for pilot selection. In most cases they require a high level of expertise by the user and thus cannot be used by laymen.

Note: Since personality questionnaires of foreign cultural design and content can be useless in another cultural setting, suitably localized questionnaires are employed.

No personality test is suitable for license renewal purposes.

Written Test

The written tests are useful for assessing the knowledge in Aviation related subjects. Different sets of Test Papers for written test will be prepared by the Selection Board (Initial Employment). It will be the responsibility of the Selection Board (Initial Employment) to conduct the written tests.

Interviews

a) Interviews are used as a part of a selection process. It is to be noted that laymen interviews are a very unreliable selection method and will not be decisive, otherwise the civil rights of applicants are threatened by prejudice and favouritism. The Selection Board (Initial Employment) conducting interviews must be aware of interviewing techniques.

b) Interviews are normally the most useful method to evaluate the motivational background of applicants as a future airline pilot. Psychological tests are not suitable for that purpose with the exception of some general achievement motivation tests that can be used in this context as supporting material. The limitations of national legislation being observed, it is useful to take applicants' background history into account.

Other aspects

a) The leadership or command potential of applicants is evaluated using the information provided by the whole battery of tests and interpreted by trained psychologists. No single test should be decisive in this evaluation and the unreliability of interviews is to be noted. Where applicants have work experience either in the aviation industry or other relevant areas that should provide useful

information about leadership or command potential and other desirable attributes.

b) During actual upgrading for command there will be no special psychological screening as the original selection process should have the level of validity that guarantees career success for command.

c) On the other hand, psychological tests will be used for special tasks, mainly training and management pilot positions, as these tasks require qualities that are not covered during the initial selection. It is in the interests of PIA that pilots chosen for those positions have the required qualities to properly perform training and management tasks.

Note 1: PIA emphasizes that all use of psychological (test) evaluation is intended for the initial selection either for entry to the profession or entry to special tasks (training and management positions) only.

Note 2: No part of this policy (such as the use of a personality test) is to be applied to the license renewal.

Note 3: Medical standards for psychiatric and neurological disorders and their evaluation are carried out.

3.1.4 Validation of Selection

3.1.4.1 The selection process needs constant feedback in order to develop. Therefore it is essential that those responsible for training, line management and selection, work in close co-operation. The Selection Board (Initial Employment) will not work in isolation.

3.1.4.2 It is common that selection is validated only against initial training results as this is the simplest method. This should not be exclusive, though, as career success does not correlate strongly with early training success. Therefore line flying feedback will be used to develop selection methods.

4. FIRST OFFICER TRAINING (AB-INITIO)

4.1 OBJECTIVES

To consolidate within the operating environment the training received by the new entry pilot at the ab-initio stage.

To provide type conversion training onto the aircraft which he/she will fly.

To train him/her in standard operating procedures.

To achieve proficiency in the operation of the aircraft within the air traffic environment.

To achieve proficiency in performing the function of second-in-command.

4.2 CRITERIA

First Officer Training Course will be completed as per Syllabi of the "Ab-Initio First Officer Basic Technical Course", which forms part of this Training Policy.

The above courses will be conducted at PIA Training Center , Karachi.

A formal course of classroom instruction as per syllabi for the type conversion training will be completed.

Synthetic training aids such as audio-visual systems, cockpit procedures trainers and flight simulators where available will be utilized.

Airborne training will be conducted in the training environment prior to initial line operations (In the case where zero flight time training flight simulator is not used).

A stipulated period of line flying as First Officer under supervision will be carried out in order to achieve the experience and proficiency required of a second-in-command.

U/S flying to as many aerodromes as possible operated from his/her base (except Category X) aerodromes and also not less than 40 sectors or 100 HRS, whichever is less.

Training will be continuous from entry into ground school through to qualification as second-in-command in line operations.

5. FIRST OFFICER "COMMAND DEVELOPMENT" TRAINING

5.1 THE PICUS (Pilot In Command Under Supervision) SYSTEM.

5.1.1 Objective:

a) To assist the First Officer to develop the operational and flight management skills that he would require for his first command.
b) To permit the First Officer the opportunity to practice these skills, by acting as PICUS.
a) To assess the capability of the First Officer to assimilate and to use the PICUS to good effect.

5.1.2 Criteria:

a) Following a consolidation period of line operations as First Officer (minimum of 500 HRS on the type), the First Officer enters the next stage in the First Officer's career development, which introduces the PICUS system. This involves a reversal of the roles of the pilot-in-command (PIC) and the First Officer with regard to planning the flight, making operational decisions and handling the aircraft (except that the pilots do not change seats).

b) Training of First Officers for command will commence well in advance of their expected promotion and preferably after not more than eight years of airline experience even if several years more of copiloting are anticipated. In this way the frustration of long-term co-piloting can be relieved and latent command ability is permitted to develop.

c) The supervision of PICUS flights should be by captains with a minimum of 300 hours in command on type, willing, able and duly authorized by the Chief Pilot Training, to impart knowledge to the First Officer. Furthermore, all check and training airmen are authorized to conduct PICUS Training.

d) In the PICUS system the PIC permits the First Officer to propose all courses of action concerning the conduct of the flight from commencement to completion of the duty or sector. The PIC is required to keep himself fully informed about the whole operation, and when important decisions are required he/she must be prepared to advise, amend or even counter-amend the First Officer's proposed course of action. Through such exposure the First Officer is encouraged to develop his skills in operational planning for his command training.

e) The first priority is to teach the trainee to be a commander, and only thereafter to allow him to practice without undue intervention and to be assessed. Areas of weakness should receive attention in subsequent training sessions and, if possible and appropriate, in simulator sessions.

f) During the practice sectors the Authorized Captains should freely intervene with assistance and constructive comment in order to increase the knowledge and skill of the trainee. During the acting in command sectors, however, he should only carry out the co-piloting duties required of him, and not interfere with the actions of the trainee except in the event of operational safety being jeopardized. Full debriefing should take place and a report on the flights and an assessment of the standard reached should be made in the "FIRST OFFICER DEVELOPMENT TRAINING PICUS PERFORMA".

g) The First Officer will be provided 10 consecutive (subject to scheduling and operational constraints) sectors of PICUS training, followed by 6 assessment sectors. Subsequently the First Officer will be annually provided with five training and three assessment sectors.

h) This system is a continuous process, and will continue throughout the Pilot's carrier as a First Officer, in order to train and assess his potential for command.

i) In the last two years before the First Officer is expected to obtain his command, he will be provided the five training and three assessment sectors biannually.

j) The initiation of PICUS training will be authorized by the Chief Pilot Training.

k) The decision that a flight is to be conducted by the First Officer acting as PICUS will be made prior to commencement of duty, by the Captain.

l) The Authorized Captains will not interfere with the actions of the trainee except in the event of operational safety being jeopardized or when commercial inefficiency is apparent.

m) The Authorized Captains will ensure the standard required is met by the trainee.

n) Undoubtedly the most important element of PICUS training is practice at flying the aircraft in command under supervision. Because the First Officer is being trained to act in command, he is required to demonstrate his command ability. Therefore whilst observing the other criteria of PICUS operations, the Authorized

Captain should as far as possible allow the First Officer to retain control of the operation even in abnormal circumstances, and to make command decisions accordingly, within limits defined according to the judgment of the Authorized Captain.

Note: Pilot-in-command has the overall responsibility for the conduct of the flight, and he/she should ensure that the conduct of the flight according to the foregoing criteria does not result in reduced safety. In particular, there should be a need for a distinction to be made between operational decisions, associated with a normal routine operation (which it is appropriate for a First Officer acting as PICUS to make), and command decisions which only the pilot-in-command can make and which are especially required when an operational or technical abnormality occurs. In the latter circumstances, the captain may have to assume control of the operation from the First Officer since failure to do so could result in the First Officer being asked to make decisions for which he has neither the responsibility nor the authority.

5.2 FIRST COMMAND - PREPARATION TRAINING

5.2.1 Objectives

5.2.1.1 Leadership

The art of influencing human behavior so as to accomplish a task in the manner desired by the leader.

5.2.1.2 Management

Science of employing men and material in the economical and effective way for accomplishment of a task.

5.2.1.3 Command

The art of exercising lawful authority, which a superior exerts over his subordinates by virtue of his rank and appointment.

To provide pilots with basic command development knowledge prior to promotion.

To develop an understanding of interpersonal values and behaviors which are essential to optimum performance in the cockpit.

To understand the Captain's authority and legal considerations.

To provide a complete, understanding of the Operator's Organization and Departments.

5.2.2 Criteria

This training will be in the form of a concentrated course, to be given well in advance of the promotion process.

5.2.3 Training Courses

The Command Preparation Course will include:

5.2.3.1 **Command Technique:**

a) Authoritative
b) Participate
c) Laissez-faire (Avoiding unnecessary intervention in the performance of other flight crew members)

5.2.3.2 **Legal status and considerations of the aircraft Captain.**

5.2.3.3 **Management Techniques:**

a) Goal-setting
b) Team management
c) Crew member development

5.2.3.4 **Human Relations:**

a) Communications
b) Sharing of relevant information
c) Process of decision making

5.2.3.5 **Operator's Organization (Supporting Departments)**

a) Operations
b) Maintenance
c) Administration
d) Flight services
e) Airport Services
f) Marketing

The above courses will be conducted by Management Development and Flight Safety at PIA Training Center Building, Karachi.

Captain preparation training must not only focus on flying skills and systems knowledge but also include how crewmembers communicate with one another, the effective sharing of relevant information and the process of decision making. A good Captain's characteristics may be defined as being a commander and leader: the former in the sense of achieving unity of action and the latter as the art of gaining co-

operation from other individuals. Besides the safety of the aircraft, occupants and cargo, responsibilities of the Captain encompass planning the operation, organizing his resources to carry out the plan, directing the crew in the activities essential to the objectives, co-coordinating the efforts of the crew and supporting services and controlling the end result so that it meets operational objectives.

In simpler terms, the Captain is the coordinator of the flight, the team leader of the crew and PIA representative in relation with passengers or external authorities. None of these requirements involves the mechanics of flying, which is the direction towards which most up-grading training is slanted.

The modern transport airplane with its complex equipment cannot be operated by one man: therefore, the Captain must be a manager who inspires crew co-ordination and co-operation. Managerial skills are becoming even more important in light of current energy costs, which will no doubt have a major influence on airline operations in the future. To train a man for a managerial position is a difficult and time-consuming process and it must begin on the day on which a pilot begins his airline career as a First Officer; it must then be intensified prior to his being upgraded to Captain.

6. TRANSITION TRAINING

6.1 GENERAL

a) All pilots undertaking transition training shall have their complete programme confirmed in writing by the Manager Training at least 14 days before the commencement of training.

b) Upon successful complet9ion of training the Chief Pilot Training shall confirm the same in writing to CPPS.

6.2 PRE-REQUISITES

To be eligible for selection for transition training a Pilot shall:

a) Have completed all relevant CAA requirements.
b) Satisfy any requirements as laid down in the Flight Crew Qualification and Experience Criteria Section

6.3 COMMAND TRAINING SYLLABUS

6.3.1 Ground Training

6.3.1.1 **Type Rating:**

Complete the aircraft type, Ground Training Course, and other courses of instruction, which will include a written examination to determine satisfactory knowledge before being detailed for any simulator/ flight training.

An operator shall ensure that a flight crewmember completes Difference Training when operating a variant of an aeroplane of the same type as per ANO 91.0017.

6.3.2 Flight Simulator Training

6.3.2.1 **Training:**

To provide conversion to the left hand seat and to achieve proficiency in all Procedures to Command standard, for the issue of a Command Endorsement after completion of eight simulator sessions of two hours

duration each as Pilot Flying. Other training details for e.g. VACBI, FBS, CSS etc. are included in the appropriate equipment training syllabus.

Initially after completion of CSS or subsequently within four simulator training sessions an Instructor must assess if the trainee will attain proficiency level within the stipulated training limit, otherwise a change of Instructor or a re-evaluation by an Evaluation Board may be considered.

6.3.2.2 **Check:**

A final Simulator Check, in the form of a MOFT/LOFT exercise incorporating instrument failures, Emergency Procedures, Instrument letdowns and handling to a Command standard, will be conducted by a Designated Check Pilot (Type A).

An unsuccessful pre rating or check will constitute the first failure. In such a case the pilot will be granted two remedial sessions. He may then either be recommended for a check or granted two more session (which will be considered a second failure). In case four remedial sessions are granted, the pilot will be put up for the final check.

In case of a third successive failure an evaluation board will meet for any further recommendations.

6.3.3 Turbo Prop Aircraft Base Training & Check:

6.3.3.1 **Training:**

To provide conversion to the left hand seat and to achieve proficiency in all Procedures to Command standard, for the issue of a Command Endorsement after completion of eight training sorties of two hour duration each as Pilot Flying. Initially after completion of four training sorties an Instructor must assess if the trainee will attain proficiency level within the stipulated training limit, otherwise a change of Instructor or a re-evaluation by an Evaluation Board may be considered.

6.3.3.2 **Check:**

A final Flight Check, in the form of a MOFT/LOFT exercise incorporating instrument failures, Emergency Procedures, Instrument letdowns and aircraft handling to Command standard, will be conducted by a Designated Check Pilot (Type A).

An unsuccessful pre rating or check will constitute the first failure. In such a case the pilot will be granted two remedial sessions. He may then either be recommended for a check or granted one more session (which will be considered a second failure). In case three remedial sessions are granted, the pilot will be put up for the final check.

In case of third successive failure an evaluation board will meet for any further recommendations.

6.3.4 Line Training:

Will be undertaken to meet the CAA requirements.

If the training was conducted on a zero flight time simulator a two hours Pilot Flying landings trainings will be conducted after successful completion of final proficiency check. In this case six landings will be accomplished on line with DCP Type A. If training was on a non-zero flight time simulator, then six landings will be conducted on non-revenue flight (e.g. base training).

This Line Training will be conducted by a Designated Check Pilot, Flight/ Simulator Instructor or Line Training Captains to provide consolidation training of fifty hours under-supervision, in the left hand seat, in manipulative skills, and for the development of the required level of command management. Grant of under-supervision hours in excess of 50 hrs due to trainee's inadequacy in simulator or line flying will constitute a failure

6.3.5 Pre-Final Command Route Check

Pre-Final Command Route Check conducted by a Designated Check Pilot, flown over 2 sectors to a Command standard. This check will include an oral examination of any Operating Procedures (e.g. Wind Shear, temperature inversion after takeoff, adverse weather procedure, Go around procedure, EGPWS warning, TCAS activation, bomb threat, etc. etc.).

After completion of required Under Supervision flying, a failure to attain a minimum standard to be put up for a route check will constitute a failure. After the first failure, the crewmember will be given necessary remedial training as recommended to a maximum of 25 hours. The crewmember will then be re-assessed through a proper check. On a subsequent failure the case will be referred to the "Evaluation Board" for recommendations.

6.3.6 Final Command Check

Conducted by a Designated Check Pilot, flown over 2 sectors to a Command standard.

6.3.7 Requirements after Check Out

Interviews will be arranged with:

6.3.7.1 **KARACHI BASE:**

- Director Flight Operations

OR

- Chief Pilot Training

6.3.7.2 **ISLAMABAD BASE:**

- Chief Pilot (North)

OR

- Deputy Chief Pilot North

6.4 FIRST OFFICER TRAINING SYLLABUS

6.4.1 Ground Training:

6.4.1.1 **Type Rating:**

Complete the aircraft type, Ground Training Course, and other courses of instruction, which will include a written examination to determine satisfactory knowledge before being detailed for any simulator/ flight training.

An operator shall ensure that a flight crewmember completes Difference Training when operating a variant of an aeroplane of the same type as per ANO 91.0017.

6.4.2 Flight/ Simulator:

6.4.2.1 **Training:**

To achieve proficiency in all procedures to Copilot/First Officer standard for the issue of a Copilot / First Officer Endorsement and

Instrument Rating after completion of eight simulator sessions of two hours duration each as Pilot Flying. Other training details for e.g. VACBI, FBS, CSS etc. are included in the appropriate equipment training syllabus.

Initially after completion of CSS or subsequently within four simulator training sessions an Instructor must assess if the trainee will attain proficiency level within the stipulated training limit, otherwise a change of Instructor or a re-evaluation by an Evaluation Board may be considered.

6.4.2.2 **Check:**

A Final proficiency check will be conducted by a Designated Check Pilot and monitored by CAA Inspector.

An unsuccessful pre rating or check will constitute the first failure. In such a case the pilot will be granted two remedial sessions. He may then either be recommended for a check or granted two more session (which will be considered a second failure). In case four remedial sessions are granted, the pilot will be put up for the final check.

6.4.3 Turbo Prop Aircraft Base Training & Check

6.4.3.1 **Training:**

To achieve proficiency in all procedures to Copilot/First Officer standard for the issue of a Copilot / First Officer Endorsement and Instrument Rating after completion of eight training sorties of two hours duration each as Pilot Flying.

Initially after completion of four training sorties an Instructor must assess if the trainee will attain proficiency level within the stipulated training limit, otherwise a change of Instructor or a re-evaluation by an Evaluation Board may be considered.

6.4.3.2 **Check:**

A Final proficiency check will be conducted by a Designated Check Pilot and monitored by CAA Inspector.

An unsuccessful pre rating or check will constitute the first failure. In such a case the pilot will be granted two remedial sessions. He may

then either be recommended for a check or granted two more session (which will be considered a second failure). In case three remedial sessions are granted, the pilot will be put up for the final check.

6.4.4 Line Training

If the training was conducted on a zero flight time simulator a two hours Pilot Flying landings trainings will be conducted after successful completion of final proficiency check. In this case six landings will be accomplished on line with DCP Type A. If training was on a non-zero flight time simulator, then six landings will be conducted on non-revenue flight (e.g. base training).

Training will be conducted by a Designated Check Pilot / Line Training Captain to cover the development of manipulative skills and Pilot Not Flying duties. A route-check will be conducted at the completion of 50 hours of this training by a Designated Check Pilot. Grant of under-supervision hours in excess of 50 hrs due to trainee's inadequacy in simulator or line flying will constitute a failure.

After completion of required Under Supervision flying, a failure to attain a minimum standard to be put up for a route check will constitute a failure. After the first failure, the crewmember will be given necessary remedial training as recommended by the concerned Instructor, to a maximum of 25 hours. The crewmember will then be re-assessed through a proper check. On a subsequent failure the case will be referred to the "Evaluation Board" for recommendations.

6.5 POST TRAINING REQUIREMENTS

6.5.1 Captain

On the completion of Command Training the following shall apply:

a) A Captain shall be rostered to operate as Pilot-In-Command within fourteen days of successfully completing a Command Training Programme.
b) If the time between the completion of the Command Training Programme and the first flight as Pilot-In-Command exceeds fourteen days, then the duly approved training must be completed before proceeding as Pilot-In-Command i.e. two P1 under supervision sectors for re-capping and familiarization of procedures and techniques.

Following initial check-out a Captain shall complete a pattern of operation of at least four sectors substantially over a route on which

training or checking was undertaken during Command Training i.e. familiar sectors.

Subsequent to this pattern a Captain may (subject to route qualification) operate to any aerodrome in the Company's network.

During the 4 months following successful completion of a command training programme, a Captain shall be rostered to fly minimum of 180 hours as Pilot Flying or 32 sectors as Pilot-in-Command. These sectors shall include a fair proportion of international (where applicable) flying.

6.5.1.1 Post Command Training Check

A Post Command Training Check shall be completed between 60 and 150 days after checkout as Captain. This shall be a two sector check with the First Officer to fly one of the two sectors.

6.5.1.2 Takeoffs and Landings

Captains are authorised to allow take off and landings to Copilots / First Officers only after:

a) The Captain has completed 100 hours in command, and
b) The restrictions as specified in SOP/FOM are complied with.

6.5.2 Copilot/First Officer

On completion of transition training and promotion to Copilot/First Officer the following shall apply:

- Following completion of Line Training and promotion to Copilot/First Officer, a pilot should be rostered so as to achieve at least 8 sectors as Pilot Flying in the first 120 days.

During the first 12 months operation as First Officer/Copilot on a particular aircraft type the following recent experience shall apply:

- Where it has been necessary for a first officer/Copilot to be a refamiliarized due to the 45 day requirement above, the First Officer shall during the 45 days complete a minimum of 4 sectors enroute as First Officer/Copilot.

6.5.3 Flight Engineer

On completion of transition training and promotion to Flight Engineer the following shall apply:

- Every effort shall be made to roster a Flight Engineer after completion of Transition Training to fly upto 160 hours at the rate of 40 hours per month. In case this is not possible, approval from Chief Flight Engineer is required.

6.5.3.1 **Post Transition Proficiency Check**

Three months after completion of transition or licence proficiency test a Flight Engineer shall undertake a follow-up route proficiency test.

6.5.4 Guideline for Evaluation Board

6.5.4.1 **Simulator / Base Check Failure**

6.5.4.1.1 In case a Pilot fails to qualify in the third successive attempt, he will be reverted to the immediate previous short haul equipment/ fly P2 on the same equipment as decided by the Evaluation Board.

6.5.4.1.2 In such a case the pilot will be utilized for a period of at least two years.

6.5.4.1.3 All such crew will be subject to fulfilling all other experience requirements.

6.5.4.2 **Line Training Failure**

6.5.4.2.1. In case a Captain fails to qualify after additional training, he will have to fly P2 on the same equipment for a minimum period of 6 months or 300 hours whichever is more, followed by a re-evaluation.

6.5.4.2.2. If such re-evaluation is unsatisfactory, then 6.5.4.1.1, 6.5.4.1.2, and 6.5.4.1.3 above will apply.

6.5.4.2.3. In case a F/O fails to qualify after additional training 6.5.4.1.1, 6.5.4.1.2 and 6.5.4.1.3 will be applicable.

6.5.4.2.4. In case an ab-initio Pilot fails to achieve the minimum required standard, termination of service will be considered.

6.6 FAILURES DURING TRAINING

Failures during Transition Training will be cumulative, i.e. if there is one failure during simulator training and one during line training, these will be recorded as two failures during training phase.

7. RECURRENT TRAINING CLASSROOM/FLIGHT/ SIMULATOR TRAINING

7.1 OBJECTIVES

To enable the pilot to Practice aircraft handling manoeuvres and procedures (both normal and abnormal) in order for him/her to maintain his proficiency.

To enable the pilot to practice essential procedures which are only rarely encountered in normal operations.

To enable the pilot to maintain proficiency in his/her knowledge and use of emergency equipment and procedures.

To introduce to the pilot new or changed procedures and/or equipment.

To provide the pilot with up-to-date information on the current operating environment,

To alert the pilot to the lessons to be learned from recent accidents and incidents.

To enhance and update knowledge and skills in the field of human performance.

To provide the Pilot simulator practice for operation into critical aerodromes.

7.2 CRITERIA

The emphasis will be on training the pilot and permitting him/her to practice, rather than on checking and testing him/her.

Where appropriate, advantage will be taken of modern training aids, equipment, techniques and philosophies.

Maximum use will be made of ground-based equipment such as flight simulators in order to minimise the risks inherent in airborne training.

Flight simulation sessions will follow the principles of Maneuver Oriented Flight Training (MOFT/LOFT).

Training staff will be proficient in instructional techniques and in the operation of their training equipment.

Training sessions will be provided for each pilot at least once every six months.

Some training sessions will contain a period of free time which is at the disposal of the pilot for supervised practice of any desired manoeuvres or procedures.

The training programme will be planned on a broad time scale of one or more years.

The training programme will be amended when necessary to accommodate items of current interest or significance.

The flight and ground training programmes will, where appropriate, be integrated and complementary to one another.

Should a pilot's operating skills be deemed to be seriously deficient, he should have access to a fully developed remedial and skills development programme, supervised by suitably qualified pilots.

7.3 INTRODUCTION

Some annual recurrent training and check is necessary to satisfy pilot licensing requirements. However, there is great benefit to be obtained from a broader programme of recurrent training and check covering more than the minimum mandatory items. There are many examples of training exercises that can be designed to enhance safety and operating efficiency. Introduction of new training material into each successive training session will aid and develop the long term flight crew educational process. The avoidance of a particular accident being repeated should be a primary consideration in this context.

The following syllabus is concerned with items not normally included in flight checks but whose regular practice, demonstration or discussion will maintain a high level of crew alertness and proficiency. The availability of simulator time will affect the frequency of practice which will be possible. Furthermore, the ability to practice some of the manoeuvres will be dependent upon the quality of the simulator in use.

Certain items should be practiced more regularly than others. The syllabus is annotated (A), (B) or (C) to indicate that practice, demonstration or discussion will take place each year (A), every two years (B), or every five years (C).

7.4 SYLLABUS FOR RECURRENT TRAINING PROGRAMME

7.4.1 Operational Procedures

- Non precision approach (A)
- Precision approach (A)
- Engine start malfunctions (A)
- Engine fire after V1(A)
- Engine failure after V1 (A)
- One engine out approach / landing (A)
- Go-around from an unsatisfactory approach due to unusual weather or wind shear conditions (A)
- Rejected takeoff (RTO); the latest RTO statistics; the assumptions made on which the RTO is based (A).

- CB avoidance and CAT penetration (B)
- Practice of fundamental instrument flying skills and flight at low airspeed (A)
- Short field landing techniques (B)
- Complex or non-standard departures and approaches; for example, performance turns on takeoffs, noise abatement procedures, SIDs, STARs, profile descents, circling approaches, etc. (A)
- Cat II, as applicable (every six months)

7.4.2 Operational Problems

- Degraded aircraft performance, due for instance to (i) system unserviceability, (ii) contaminated runways, (iii) snow, ice or icing, (iv) operations in very high temperatures (A)
- Failures when using reduced takeoff thrust (B)
- Recovery from high and low speed stalls, and high sink rate (B)
- Jet upset: thrust lever, trim and elevator use (B)
- Engine-out cruise technique: drift down procedures, terrain clearance, safety altitudes (B)
- Emergency descent due to pressurization and/or structural failure (B)
- Crew co-ordination and allocation of duties (A)
- Brake and/or tyre failures (B)
- Navigation or compass failures, including use of the magnetic compass and timed turns (A)
- Recognition of degraded pitot/static system due to contamination by ice, weather or foreign body (C)
- Operation with malfunctioning or inoperative airspeed instruments (B)
- Operation on standby electrical systems (B)
- Reduced flap landings (C)
- Operation at or near volcanic ash
- Thunderstorm avoidance

7.4.3 Emergency Drills

- Emergency landings on land and water: technique and general flight deck considerations (B)
- Partial gear landing (C)
- Bomb scares (C)
- Hijacking (C)
- Structural failures, including operations with partial control surfaces (C)
- Flight crew member incapacitation (B)

- Cabin associated emergencies: fire, smoke, etc. (C)
- Gross misloading or mistrimming of the aircraft (B)
- Post drill actions following: (i) engine failure, (ii) crash, (iii) overrun, (iv) landing short: use of exits; post accident survival (B)
- Practice full use of cockpit safety and emergency equipment,
- including use of smoke goggles and portable oxygen and
- communications following decompression (C).
- Ground Proximity Warning Systems, including the escape manoeuvre (B).
- Passenger evacuation

7.4.4 Additional Items Suitable for Simulation

- Windshear, on both takeoff and landing; recognition of cockpit indications and procedures to avoid serious consequences (A)
- Visual and other illusions affecting pilot performance, including takeoff and landing in low visibility conditions (A)
- Visual approaches: different approach angles by day and night, and sensory illusions during go-around (A)
- Automatic flight systems: limitations in various operating conditions (B)
- New equipment and procedures: operation and limitations (A)
- Recent accident and incident reconstructions (A)
- Specific aerodynamic flight characteristics for the particular aircraft type, including performance during takeoff and landing,
- stall characteristics, operation in turbulence, etc. (A)
- Detection of incorrect or hazardous ATC clearances (B)

7.4.5 RHS Training For Captains.

This training is to be provided during every recurrent training to cover the following:

a) One Engine out on take off.
b) One Engine go around from DH/ MDA(H).
c) One Engine out landing.

7.5 SYLLABUS FOR RECURRENT TRAINING PROGRAMME (GROUND/CLASSROOM)

7.5.1 Compulsory Items

These items should be included in the syllabus at fixed intervals. They will be of similar content at each session and in some cases it may be desirable that some measure of the state of knowledge be made.

7.5.1.1 **Review of Recent Operational Amendments (Twice Every Year), e.g. FCOM, OETB, etc.**

7.5.1.2 **Emergency Procedures (Once Every Two Years)**

7.5.1.3 **Dangerous Goods Regulations (Once Every Two Years)**

- General Philosophy
- Marking and labelling
- Pilots notification
- Emergency procedures
- Loading procedures
- Compatibility

7.5.1.4 **CRM Training (Once Every Two Years)**

- All flight crew will undergo CRM training using specially trained facilitators.

7.5.1.5 **ETOPS Class Room Training (Once Every Year)**

7.5.2 General Educational and Informative Items

The details of these items may vary at each session, some changing little, some much more in line with technical developments. A test of knowledge will not be required.

7.5.2.1 **Flight Safety (Twice Every Year)**

a) A review of type-related and other Flight Safety topics with a view to learning from other people's mistakes and misfortunes.
b) Review of recent and recurring mechanical problems for the aircraft type

7.5.2.2 **Security Training (Once Every Two Years)**

- Hijack or attempted hijack
- Bomb threat
- Handling of disorderly passenger
- Handling of deranged passengers and others whose conduct might jeopardize safety of the aircraft.

7.5.2.3 **Aircraft Knowledge and Performance (Twice Every Year)** I

a) Engine handling: thrust settings, use of reverse, fuel management
b) Brake and tyre considerations: overheating, cornering, long taxi, optimum use of runway.
c) Contaminated surfaces: iced, wet, paint marks, best use of reverse thrust and/or braking.
d) Airframe considerations: turbulence, icing, rain, hail, lightning, thunderstorms, wind shear, weather radar.
e) MEL operational procedures.

7.5.2.4 **Aerodrome and Runway (Once Every Year)**

The following areas will be covered by an instructor pilot from Jeppesen Route Manual:

a) Noise abatement.
b) Lighting systems: approach lights, runway lights, taxiway lights, VASIS, apron docking guidance systems.
c) Use of ATC and emergency services.
d) Enroute Emergency aerodrome information and selection.

7.5.2.5 **Flight Planning and Navigation (Once Every Year)**

(a) New developments.
(b) Limitations of existing equipment, e.g. VOR, VHF COM, NDB, etc. operational ranges and limitation from Jeppesen.
(c) ATC R/T procedures and liaison from Jeppesen; common errors in R/T phraseology.
(d) Performance, e.g. MNPS, etc.
(e) Fuel economy considerations, e.g. Fuel Policy, FCOM, etc.
(f) Commercial considerations

7.5.2.6 **Weather and Climatology (Once Every Year)**

a) Review of area or route weather, where significant
b) Forecasting of severe weather conditions including turbulence and wind shear, and in-flight avoidance procedures.
c) Review of TAFs and METAR

7.5.2.7 **Crew Health and Welfare (Once Every Two Years)**

(a) Incapacitation training
(a) Diet, food poisoning etc.
(b) Diseases and precautions, in particular hepatitis
(c) Effect of alcohol and drugs
(d) Effect of smoking
(e) Rest periods.

7.6 HANDLING OF "REPEATS" DURING TRANSITION/ RECURRENT TRAINING

7.6.1 Recurrent Training Policy

7.6.1.1 For simulator sessions associated with the “Cyclic Training and Licence Renewal Programme”, handling of below standard performance is as follows:

(a) "Where a sequence is not completed satisfactorily in the first session, training may be given in that sequence to achieve a satisfactory standard and the appropriate rating given.

(b) Where a sequence that has not been completed satisfactorily after additional training or cannot be repeated for any reason in the first session, then the trainee will be removed from the roster pending the necessary training and satisfactory completion of the entire session."

(c) During recurrent training, if any sequence has to be repeated then that aspect should get no higher than M Rating and comments must amplify the rating.

(d) Repeats during a check or a recurrent training exercise, should be left until the end of the session at the discretion of the DCP / DCFE so that the overall standard can be viewed without the effect of the practice that would be given if one or more sequence were repeated during the check portion of the session.

(e) Except during a course of training, it must be stressed that where a crew member is given a rating of B in any area requiring to be rated, then that constitutes a failure overall. In such case comment on the reasons for the failure must be made, together with recommendations for additional training or corrective action.

7.6.1.2 **Maximum Number of Repeats**

(a) Repeats of two individual sequences may be given. If more than two sequences are below standard then "Unsatisfactory Progress" will be recorded, and the session repeated.

(b) If a recurrent training session is to be repeated because of an "Unsatisfactory Progress" rating, then for the repeated session to be deemed "Satisfactory" there must be no repeated sequences necessary to achieve the required standard.

(c) The "Repeat" of a sequence is an option available to the instructor. If the initial sequence is flown to such a standard that considerable training would be needed, the instructor may assess "Unsatisfactory Progress" at that point, and devote the remainder of the session to training input.

(d) Instructors must ensure that written comment on CA form amplifies the standard achieved. The Manager Training will alert both Chief Pilot Training/ Chief Flight Engineer and Chief Pilot Standards Inspection, if a pilot requires multiple repeats over a period to attain the required operating standard.

(e) Remember also that in our recurrent training it can be up to five months between simulator sessions. The instructor in assessing the standard during the session, should be mindful that the consistency and proficiency demonstrated to him will allow an acceptable operational standard to be maintained between recurrent simulator sessions.

7.6.2 Transition Training Policy

There are different requirements with regard to repeats depending on the type of session.

(a) **Repeats during a transition training session, if required, should normally be repeated then and there**. In fact, the repeats can continue as long as the Instructor deems desirable in an endeavor to reinforce training, to reach or to maintain a desired standard.

(b) Repeats may be desirable during a training session even though a satisfactory standard was demonstrated with the first attempt.

7.6.3 Handling of Individual Repeats

Following a below standard performance of an individual sequence, training input followed by a repeat of the sequence may be given. It is important that the instructor define to the student the "training" segment and then clearly nominate when the "Repeat" sequence begins. It is not appropriate to merely practice a sequence until one falls within the required tolerance. Logically the student should be trained to an (A) standard before attempting a repeat of the sequence. If the "nominated repeat" is below standard, then the simulator session is rated "Unsatisfactory Progress", and a repeat of that simulator session is required. More than one "nominated repeat" of an individual sequence is not to be given.

7.7 Failure during PPC/IR

7.7.1 If a Pilot fails to qualify during recurrent PPC/IR he/she may be granted two hours remedial training followed by another check to be carried out by a DCP (A). In case he/she fails to qualify in the 2nd check, the case shall be referred to the Evaluation Board.

7.8 Failure during route check

7.8.1 In case a pilot fails a license renewal route check, he/she may be granted up to a maximum of 25 hours under supervision flying, followed by another route check. If he/she still does not qualify, the case will be referred to the Evaluation board.

8. LOW VISIBILITY OPERATIONS

8.1 CAPTAINS

8.1.1 Recency

To retain Low Visibility-Operations recency, a Captain must participate in the approved simulator cyclic and proficiency program (six monthly) and complete an auto coupled ILS approach to touchdown at least every 45 days in an airplane. If an auto land using Low Visibility procedures has not been completed in the preceding 45 days, recency can be up-dated by:

(a) Completing an auto land in the aircraft in CAT I conditions or better using Low Visibility procedures, or
(b) completing an auto land in an approved flight simulator Low Visibility procedures, or
(c) Viewing a video detailing Low Visibility procedures. Where recency is updated by this method, the succeeding update must be in the aircraft or flight Simulator.

NOTE: Low Visibility procedures do not imply use of a Cat II or Cat III minima. The minima for the approach will be that published on the applicable approach chart.

8.1.2 Auto land Competence Check

Auto land competence checking is achieved by participation in the approved simulator cyclic and proficiency training program.

8.1.3 Low Visibility Takeoff Competence Check

Low visibility takeoff competence checking is achieved by participation in the approved simulator cyclic and proficiency training program.

A Captain does not require a Low Visibility Operations qualified-Copilot in the right hand seat or a Flight Engineer in a three-men cockpit, when carrying out a practice approach to meet recency requirement, but the Captain is required to procedurally brief a non-qualified Copilot/Flight Engineer prior to commencement of the practice approach.

8.2 COPILOTS/ FLIGHT ENGINEERS

Copilots and in three-man cockpits Flight Engineers also are support crew for CAT II operations. They will therefore be trained and assessed during recurrent proficiency checks in low visibility procedures including CAT II landings.

8.2.2 Auto land Support And Low Visibility Competence Check

Auto land support and low visibility competence checking is achieved by participation in the approved simulator cyclic and proficiency training program.

9. IN-FLIGHT INCAPACITATION - FLIGHT CREW TRAINING

9.1 OBJECTIVES

To train crews to be alert to the possibility of a flight crewmember becoming incapacitated in flight.

To train crews to take suitable actions to ensure the safety of the aircraft following the incapacitation of a flight crewmember.

9.2 CRITERIA

Classroom training will be given in order that the above objectives are fulfilled.

Simulator training will be undertaken on a recurrent basis to provide the opportunity to experience and practice the operation of the aircraft with the resulting reduced crew complement.

9.3 INTRODUCTION

The purpose of this text is to provide a general outline regarding basic steps in the training of flight crews to reduce the operational hazards involved in the loss of a member of the flight crew.

9.4 DEFINITIONS

Incapacitation in the above context is defined as any physiological or psychological condition, which adversely affects flight crew performance in flight.

For training purposes, incapacitation should be classified into two categories:

(a) Obvious (usually maximal loss of function)
(b) Subtle (usually partial loss of function)

9.4.1 Obvious Incapacitation

Obvious incapacitation is frequently sudden, usually prolonged and usually results in a complete loss of operating function. By definition, it is immediately apparent to the remaining flight crewmembers.

Included in this category is the case where a flight crewmember is aware of his own significant discomfort or pain: in such an event he should immediately advise the other flight crewmembers of his condition.

9.4.2 Subtle Incapacitation

Subtle incapacitation is frequently partial in nature and often transient (for periods of seconds or minutes). It presents a significant operational hazard because it is difficult for other crewmembers to detect. The affected flight crewmember may look well and be conscious, but with his brain only functioning partially. He may be unaware of, or incapable of assessing the consequence of his condition.

9.5 CREW TRAINING

Crew training on a recurrent basis is recommended as a method of reducing the operational hazards resulting from flight crewmember incapacitation. The training proposed is adaptable to the different operating procedures used by operators.

Furthermore, although it supports and reinforces well-recognized operating philosophies and procedures, it requires only nominal additional flight simulator time and does not require new flight techniques.

9.6 CLASSROOM TRAINING

Initial classroom training will be given in parallel with initial simulator training. Thereafter, refresher training programmes should review the subject, and include discussion of notified cases of flight crew incapacitation

Past experience and simulated incapacitation studies reveal two Prime operational requirements:

9.7 METHODS OF RECOGNISING SUBTLE INCAPACITATION BEFORE THE AIRCRAFT REACHES A CRITICAL SITUATION:

(a) Strict adherence to standard operating procedures;
(b) Routine monitoring and cross-checking of flight instruments and crew actions, particularly during critical phases of flight;
(c) The use of the challenge and response concept in completion of checks and drills;
(d) The use of the crew concept of operation, which integrates the functions and actions of a flight crew and requires that each member's action is monitored by another; and
(e) The use of the "Two Communication Rule".

The "Two Communication Rule" means that flight crewmembers should have a very high degree of suspicion of a subtle incapacitation whenever a flight crewmember does not respond appropriately to two

verbal communications, or whenever he does not respond appropriately to any verbal communication, associated with a significant deviation from a standard flight profile.

It is necessary to stress the importance of a crew's adherence to Standard Operating Procedures and Standard Flight Profiles at all times. It is frequently a procedural deviation that provides the first indication of incapacitation. In such a case the procedural deviation is the first "communication" and any inappropriate verbal response associated with it should trigger the high degree of suspicion.

The second operational need is for an organized method of dealing with the incapacitation and loss of a flight crewmember's services. All cases of

Incapacitation create three basic problems and it is essential that they are considered in the following order:

(a) Maintain control of the aircraft;

(b) Take care of the incapacitated crew member; and

(c) Re-organize the flight deck and land the aircraft.

The remaining pilot must first assume command and maintain control of the aircraft. Furthermore he should check the position of essential controls and switches and in nearly all cases make use of the autopilot and declare an emergency. Use of the autopilot and priority of air traffic service are two obvious and effective ways of maintaining a tolerable level of workload.

The second step is to take care of the incapacitated flight crewmember; the grounds for this are not entirely humanitarian; if left unattended an incapacitated pilot can become a major problem and in any case is a major distraction to the remaining crew. Thus the incapacitated pilot must be restrained and removed from the flight controls. In all cases, the advisability of removing a pilot (perhaps unconscious) from his seat must be dictated by consideration of the phase of the flight, the crew available, and the contours of the flight deck. Obviously, if a passive incapacitation occurs on short finals in good weather, the approach may best be continued to a landing.

Note: Consideration of the restraint and care of an incapacitated Pilot dictates that cabin attendants are at least familiar with the operation of harness and seat controls and that their services are utilized whenever necessary.

Finally, and after the incapacitated flight crew member has been taken care of, the remaining flight crew will re-organize the cockpit and prepare for landing. Details will depend on many variables including

such considerations as the type of aircraft being flown, phase of flight, enroute and terminal weather, and many others. Generally, it can be said that this particular part of the operation will be nothing more than a routine exercise for a trained crew.

9.8 SIMULATOR TRAINING

Simulator training will be given following the initial classroom indoctrination and thereafter during refresher training programmes.

Material learned at the verbal level cannot be depended upon for recall. and translation into effective action without reinforcement by practice in a simulated operational environment. Reading and discussion about emergency procedures does not ensure an ability to perform them, and the flight simulator will form an integral part of a programme designed to reduce the operational risks inherent in the incapacitation of a pilot. Practice in the simulator illustrates the operational problem, demonstrates the effectiveness of recommended procedures, and stimulates considerable crew discussion during the debriefing period, which is an important part of any training programme.

As a guideline, the following procedure will be adopted. Just Prior to entering the simulator, the Captain or Copilot/First Officer could be discretely briefed to cease functioning at a particular point in the flight, e.g. when passing the outer marker, after calling for landing gear up, and so on.

Clearly, exercises in dealing with incapacitation do not lend themselves to formal assessment of performance. In fact, beyond the appreciation and application of basic principles, such exercises will be conducted in a manner, which encourages initiative, and subsequent debriefing will take the form of open discussion rather than censure. It is therefore preferable that incapacitation is dealt with during sessions confined to refresher training, and divorced from competency testing.

9.8.1 Simulator Sessions

Simulator sessions must be planned after the concerned crew has been granted due rest. If the crew proceeds abroad for simulator training, then the rest period will be double the duty time or twelve (12) hours whichever is more, and must include the period between 2200 hrs LT to 0600 hrs LT, prior to start of simulator sessions.

Simulator sessions will not be planned between 0001 – 0600 hrs LT. In case of exigencies, if simulator session is planned during this period, the concerned crew will be informed and their concurrence will be taken in advance.

10. RECENT EXPERIENCE

10.1 AIRCRAFT – PILOT

In accordance with CAA and PIA policy the following recency requirements must be met:

Flight crew are personally responsible for maintaining and recording recency.

Not withstanding any other recency requirements for Captains and Copilots/First Officers; these ranks must complete any Cyclic exercise and/or Line Check (R/C) by the appropriate time. Any sequence missed during an absence must be completed prior to acting as Pilot-In-Command. Copilot/First Officer or relieving the Pilot-In-Command for Copilots/First Officers. After an extended absence, the Chief Pilot Training may require a re-familiarization or re-endorsement course.

10.2 TAKEOFFS AND LANDINGS

A pilot who has not completed a takeoff and landing in a particular type of aircraft, within the preceding 45 days, shall not operate as Pilot-In-Command, or operate as Copilot/First Officer.

A pilot is required to complete at least 3 takeoffs and 3 landings every 90 days. A pilot not current within this system shall not operate as Pilot-In-Command or relieve the Pilot-in-Command or operate as Co-pilot.

NOTE: In the case of a Captain it is accepted that an automatic landing would satisfy the above landing requirements (Copilot/First Officer must perform manual landings).

10.3 CAPTAIN / COPILOT / FIRST OFFICER

10.3.1 Period in Excess of 45 Days up to and Including 70 Days

a) Complete any missed simulator cyclic syllabus; or, if none have been missed, complete a simulator cyclic syllabus of day 2 only; **or**

b) Complete two takeoffs and two landings, on a Training Flight; **or**

c) Complete two hours flight time on line including one takeoff and one landing, with a Designated Check or Simulator or Flight Instructor Pilot in a pilot seat; **or**

d) Complete two en-route sectors of at least 45 minutes flight time including two takeoffs and two landings, with a Designated Check or Simulator or Flight Instructor Pilot in a pilot seat.

10.3.2 Period in Excess of 70 Days up to and Including 90 Days

a) Complete any missed simulator cyclic syllabus, or, if none have been missed, complete a simulator cyclic syllabus of day 2 only;

b) Complete a Line Check (R/C).

10.3.3 Period in Excess of 90 Days

a) Complete any missed simulator cyclic syllabus, or, if none have been missed, complete a simulator cyclic syllabus of day 2 only;

b) Complete a Line Check (R/C) which will be preceded by a minimum of, Long Haul: 1 sector under-supervision, or, Short Haul: 4 sectors under-supervision. The Designated Check or Simulator or Flight Instructor Pilot will occupy a pilot seat for sectors flown including the Line Check.

10.3.4 Period In Excess Of 180 Days up to and including 545 days

A refamiliarisation course shall be programmed by the Chief Pilot Training with the approval of CAA Pakistan.

10.3.5 Training Requirement In Case Of Reversion To Previous Equipment.

Flight crew are prohibited from operating their previous equipment once training is started on a new equipment subject to the following conditions:

Whenever a pilot is reverted to his / her previous equipment during or after training the following shall apply:

10.3.5.1 If a pilot had undergone ground training for the other aircraft and provided he/ she has not missed any cyclic simulator/ base check then:

a) If less than two weeks ground training then no correction training is required.

b) If more than two weeks ground training then the pilot has to attend approved long refresher training of the equipment.

10.3.5.2 If a pilot is reverted to his previous aircraft after he has started simulator training he shall undergo approved long refresher course of the equipment he is reverted to and 4 sectors of under supervision flying followed by a check.

10.3.5.3 Reversion from the stage of under supervision, the pilot has to attend approved long refresher and recurrent simulator training followed by a simulator and line check.

10.3.5.4 After a pilot has started his line flying upto one year on the promoted aircraft and if reverted to his previous aircraft he will undergo the following training:

a) Type technical course

b) 50% of transition training i.e. FBS, FFS and under supervision flying.

10.3.5.5 After a pilot has flown for more than one year and reverted to previous equipment, he/she, will have to undergo complete transition training.

10.4 INSTRUMENT FLIGHT

To retain Instrument Flight recency, a Captain must participate in the approved simulator cyclic and proficiency program and complete an ILS approach at least every 45 days.

If an ILS has not been completed in the preceding 45 days, recency can be revalidated by completing an ILS in the simulator or aircraft under the supervision of a Designated Check or Simulator or Flight Instructor Pilot.

10.5 RECENT EXPERIENCE – FLIGHT ENGINEER

10.5.1 Period In Excess Of 45 Days

A Flight Engineer who has not operated in the aircraft type for which license endorsement is held, for a period in excess of 45 days up to and including 70 days, shall not operate on that type until a minimum of 2 sectors of normal route operation have been satisfactorily completed, under the supervision and to the satisfaction of a Senior Designated Check Flight Engineer (Type A).

10.5.2 Period In Excess Of 70 Days

A Flight Engineer who has not operated in the aircraft type for which license endorsement is held, for a period in excess of 70 days upto and including 120 days, shall not operate on that type until 2 days Technical Refresher has been attended and complete any missed simulator cyclic syllabus, or, if none have been missed, complete a simulator cyclic syllabus of day 2 only, including a minimum of 2 sectors of normal route operation have been satisfactorily completed, under the supervision and to the satisfaction of a Senior Designated Check Flight Engineer (Type A).

10.5.3 Period In Excess Of 120 Days

A Flight Engineer who has not operated in the aircraft type for which license endorsement is held, for a period in excess of 120 days upto and including 180 days, shall not operate on that type until 5 Days Technical Course has been attended and Complete any missed simulator cyclic syllabus, or, if none have been missed, complete a simulator cyclic syllabus of day 2 only, including a minimum of 2 sectors of normal route operation, under the supervision and to the satisfaction of a Senior Designated Check Flight Engineer (Type A).

10.5.4 Period In Excess Of 180 Days up to and including 545 days

A refamiliarisation course shall be programmed by the Chief Flight Engineer. With the approval of CAA Pak.

11. EMERGENCY PROCEDURES TRAINING

All flight crew and cabin crew will attend an approved company course covering emergency procedures and complete a proficiency test in accordance with the requirements of CAA Regulations. This requirement must be completed at the time of induction, transition training and thereafter a refresher conducted once every two years.

The above training and test must be undertaken within 3 months of expiry of the two-year period. All crewmembers will be required to demonstrate proficiency in the following:

11.1 PORTABLE AND FIXED EMERGENCY EQUIPMENT

- Location as per Emergency Equipment Location Chart
- Pre-flight check and operation of equipment

11.2 EXITS

- Location and types of exits
- Flight Deck exits - Check and Operation
- Arming and disarming procedures
- Operation of exits - Normal/Emergency
- Cabin crew exit responsibility

11.3 EVACUATION DEVICES

- Types of devices
- Pre-flight check and operation

11.4 EVACUATION PROCEDURES

- Land
- Ditching
- Control of Passengers
- Evacuation of handicapped passengers

11.5 PLANNED AND UNPLANNED EMERGENCIES

- Takeoff Phase
- Landing Phase
- Unplanned Emergencies
  a) Rejected Takeoff
  b) Crash Landing
- Planned Emergencies
  a) Crew coordination
  b) Cabin preparation

11.6 FIRE

- Type of Equipments

- Pre-flight checks
- Operation
- Precautions
- Fire fighting procedure
- Crew co-ordination
- 747-200 combi fire fighting
- The effect of smoke in an enclosed area.
- Smoke evacuation - Duties of Cabin Crew

11.7 OXYGEN SYSTEMS

- General description of fixed and portable oxygen
- Pre-flight checks
- Operation of oxygen bottles

11.8 PRESSURIZATION

- Duties of cabin crew
- *Rapid decompression
- *Effects of decompression on human body
- *Physical phenomenon of decompression
- *Time of useful consciousness
- Cabin crew duties when cabin altitude descends to 10,000 or below and Captain makes announcement, "Purser to flight deck."
- Passenger oxygen reset

11.9 SURVIVAL

- Land
- Ditching

11.10 FIRST AID

- Unconsciousness
- Cardio-pulmonary resuscitation (C.P.R)
- Choking
- Pilot incapacitation
- *Aims and objectives of first aid
- *Bleeding
- *Shock.
- *Injuries
- *Passenger illness
- *Child birth

- *Stroke
- *Burns
- *Food Poisoning
- *Epilepsy
- *Fainting
- *Air sickness
- *Alcoholic intoxication
- *Death on board

Note: Required during flight crew induction only.

11.11 EXAMINATION

Questions testing individual crewmembers Emergency Procedure knowledge will be included during course quiz sessions and in all examinations by Operations Instructor/s PTC.

PREFACE

Airline Operations worldwide need to be dynamic and evolutionary. Consistent and positive inputs are a pre requisite for achieving high professional training standards that may be envisaged by any operator.

PIA is amongst the few pioneer airlines that gave due recognition to the aviation industry in its conceptional stages. Its training endeavours have long since done great service to launching many a worthy competitor airlines into the skies. The Training Division of the Flight Operations Department has established itself as a very vital functionary body to fulfil the demands of the ever progressive aviation standards. In this context the PIA Training Policy has an all encompassing role.

It cannot be over emphasized herein that vigilance and dynamic professionalism are key words to accessing the higher standards of aviation excellence and thereby making it a vibrant reality.

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