Operations Manual
Part D Appendix E
A320

Revision 2
12 Sep 24

0 Preface

0.1 Record of Amendments

Change	Subject	Summary
Rev 2	Line Training	Updated course footprint and structure
	Line Check	Provided further detail on the conduct of and standard required for Line Checks
	A320 Command on Type	Adding further detail regarding the course structure and guidance for Training Captains

Contents

1 Introduction

- The A320 series of aircraft (A318, A319, A320, and A321) consists of short to medium range narrow body aircraft. BAVirtual operate over 100 aircraft of the A320 series.
- Route structure is primarily short-haul with a number of mid-haul destinations. The A318 is a sub-fleet which primarily operates on trans-Atlantic ETOPS sectors.
- The Operation of the Aircraft is in line with the Manufacturer's procedures and SOPs wherever possible.

1.1 A320 Training Manual and Operations Manual

This Appendix of the OM Part D manual forms part of the A320 Training Manual as required by AMC1 ORA.ATO.230(b). In addition trainees will need access to the suite of ATO Manuals set out below. Access to these manuals will be made available electronically.

The BAVirtual ATO Operations Manual consists of the following sections:

OM Part A: BAVirtual SOP Manual

OM Part B: A320 FCOM, A320 QRH, A320 Dispatch Performance Manual

OM Part C: Route Information Manual, Aerodrome charts.

OM Part D: Training Manual and Appendix E A320 Specific Training courses.

2 A320 Type Rating Course (Full)

TBC

3 Line Training

3.1 Introduction

Line Training within BAVirtual is a voluntary scheme for pilots to receive feedback and advice to enable them to operate the aircraft in a realistic manner in accordance with BAVirtual SOPs. It is also an opportunity to highlight some of the resources that BAVirtual has available for pilots and the use of BAVirtual's software and technology.

There is no minimum number of Line Training sectors specified. A recommended programme to cover all Line Training elements is outlined below.

A list of topics which may be discussed during Line Training is provided below. However, this list should not be considered exhaustive and trainees are encouraged to bring their own questions and areas for discussion.

3.2 Objectives

The objectives of Line Training are:

- To consolidate handling skills and confirm that the trainee is using the correct skill and technique for Take-off and Landing.
- To introduce and develop familiarity with multi-crew operations
- Provide training and development within the Line environment of A320 operation including both Technical and Non-technical skills.

Ideally a cross-section of the route network will be experienced. However, it is recognised that this will not always be possible, and this will not jeopardise completion of the course. Similarly, exposure to all single-aisle Airbus variants would be ideal, however this is difficult to arrange in practice and again would not cause issues with course completion.

Line Training provides the opportunity for a pilot to put in to practice the BAVirtual A320 Standard Operating Procedures and to learn and practice new techniques within a multi-crew environment. This is accomplished under the supervision of a BAV member specifically nominated and trained for the task. At the end of Line Training the respective crew member should be able to perform a safe and efficient flight conducted in line with the BAVirtual Airbus SOPs, in accordance with their rank.

3.3 Conduct

Line Training is normally carried out in shared cockpit using full multi-crew SOPs, with the Line Trainer operating as PF or PM as required.

The trainee will occupy the seat appropriate to their rank. The trainer will occupy the other operating seat. In all cases the Line Training Captain will be the nominated Commander.

3.4 Standard Required on Completion

Continuous assessment will occur throughout the Line Training process and a report entered in Moodle at the end of each trip summarising the progress of the trainee and highlighting any development points for the next trip.

To complete Line Training and earn a Line Check award the trainee must successfully complete a Line Check and demonstrate a Competency Standard of 3 in all areas.

3.5 Course Footprint

The recommendations below are designed to permit sufficient time for the Route Training and Discussion items to be completed in a relevant level of detail for the trainee's experience with both the A320 and within BAV. However, these recommendations should neither be considered targets nor restrictions.

Category	Planned Sectors	Gate 1	Gate 2	Practice Check
A320 TEP*	20	10	18	20
NEP with A320 experience**	12	4	10	12
Experienced BAV A320 pilot	8	2	6	8

*TEPs (Trainee Entry Pilots) are pilots with little or no experience of both the A320 and multi-crew operations

**NEPs (New Entrant Pilots) are those pilots who are new to BAV or multi-crew operations but have some experience of the A320

3.5.1 Gate 1

Gate 1 is achieved when *significant* training input is no longer required in routine operations. Mark Gate 1 complete when:

- The trainee is competent in all basic aspects of route flying
- The trainee needs further route flying practice to gain confidence
- The trainee may still lack familiarity with the fleet route structure
- Occasional trainer input may still be required in high workload situations

3.5.2 Gate 2

Gate 2 is achieved when *minor* training input is *seldom* required in routine operations. Mark Gate 2 complete when:

- Trainer input is seldom required
- The trainee simply needs to consolidate their training
- The trainee is confident in most aspects of route flying

3.5.3 Ready for Line Check

'Ready for Line Check' should be marked complete in Moodle when:

- All discussion and route training items have been completed
- The trainee has completed a practice line check
- The trainer is confident on completion of the practice line check that the trainee will achieved a Grade 3 or better in the Line Check

The trainee should be reassured that there is no such thing as a perfect sector; a good, sound performance is all that is required.

3.6 Training Considerations

3.6.1 General

Normal SOPs will be employed at all times, including handover of control during descent and approach (Monitored Approach). This helps reduce fatigue and allows the trainee to observe and the trainer to demonstrate. However, SOPs may be varied at the discretion of the trainer if useful training value will be gained. Both trainer and trainee must be clear as to how and why this variance will take place.

Trainers must not interfere with normal operation of the aircraft systems.

Do not make deliberate errors to 'test' the trainee. Minor omissions (e.g. during flight deck preparation) are permitted in order to assess a trainee's monitoring.

Whenever possible allow trainees time to correct minor errors as valuable learning can occur from this process. Significant errors should be corrected immediately, however.

Do not allow a situation to occur where either crew member becomes overloaded. For example, trainers should not permit a scenario to develop where a go-around is required because trainer intervention was delayed.

Remain aware of commercial considerations and the importance of maintaining schedule.

3.6.2 LVOs

An autoland for the purposes of familiarisation with the proper checks and procedures is desirable during Line Training but not essential.

3.6.3 De-briefs

All de-briefs must identify areas for ongoing development. These should be discussed with the trainee and included in the Moodle report.

3.7 Grading

Each session is to be graded with reference to the BAVirtual Pilot Competencies. The Moodle report system provides a proforma to allow each competency to be graded individually, plus an overall grade for the session.

If a trainee is progressing normally there is no need to enter detailed comments next to each item. However, a summary of overall performance should be provided for each session in the general feedback box to allow both training management and the next trainer to review progress swiftly.

3.8 Route Training Items

The following flying exercises are required for completion of the course. Instructors should consider completing these at the earliest opportunity as future weather may preclude their completion on a subsequent line training detail.

1. Visual approach from 1000'
2. Raw Data ILS with A/THR
3. Non-precision/RNAV approach

3.9 Discussion Items

The list of items below is provided as a list of possible areas where trainee and Training Captain may find fruitful discussion and trainees are encouraged to use this list as a starting point for their own research. However, it should not be considered exhaustive and trainees are encouraged to bring their own questions and areas for discussion to the sector. Likewise during the course of training the instructor may find it appropriate to explore other areas of the trainee's knowledge (e.g. route/destination etc).

A checklist of discussion items is provided within Moodle and each item should be systematically ticked off by trainers as they are completed. In-flight discussion must not continue to the extent that the trainee has insufficient time to project ahead and plan for the descent and approach. Discussion items may be completed 'downroute' (e.g. in Discord outside of a flight) where necessary or desired.

The discussion items are:

1. Windshear/Severe Turbulence/Weather Radar usage
2. AWOPS inc cold/hot weather
3. Descent below MSA
4. Flight Planning/Fuel Policy
5. BAVirtual DocStore, BAV main SOPs/rules, BAV A320 SOPs, manuals, charts, checklists
6. OM C – Charts/RIM/AV briefings/interactive presentations
7. Merlin, other BAVirtual software
8. Non-standard altimetry
9. Takeoff Performance
10. Stable Approaches
11. Discontinued approaches/Go-arounds/Baulked landings
12. RNAV Visual/RF legs/circling approaches

Do not allow in-fight discussion to continue to the extent that the trainee has insufficient time to project ahead and plan for the descent and approach. Check for a level of knowledge and understanding commensurate with the trainee's role and experience, e.g. a brand new FO is not expected to achieve the same level of knowledge as a command course trainee.

4 Line Check

4.1 General

In the first instance the Line Check will follow completion of the line training programme. Pilots who have already completed an initial line check may request a recurrent line check. There is not normally any training associated with the recurrent check.

Line Checks are a test of a pilot's ability to perform a complete line operation, including pre-flight and post-flight procedures and use of resources provided, and as an opportunity for an overall assessment of his/her ability to perform the duties of a BAVirtual A320 pilot. The line check must be completed on a standard BAVirtual mainline flight, whilst connected to the VATSIM network. The pilot will be assessed on their non-technical skills as well as their flying ability, within the tasks of their role and status.

The route chosen should be such as to give adequate representation of the scope of a pilot's normal operations. When weather conditions preclude a manual landing, an automatic landing is acceptable. The line check is not intended to determine competence on any particular route. Ideally the Line Check will encompass two sectors to allow the candidate to demonstrate competency in both PF and PM roles, but a single-sector line check is acceptable. In this instance the pilot under check should ideally operate as P1 subject to weather and any other operational restrictions (e.g. Captain only landing).

In addition to the above duties, pilots should be assessed on their CRM skills. The pilot in command, or co-pilot acting as pilot in command, should also demonstrate their ability to manage the operation and take appropriate command decisions.

The examiner will normally occupy an operating seat, though it is acceptable for the examiner to conduct the check from the observer seat. In this case the aircraft should be operated by a natural crew (Captain and First Officer).

4.2 Initial Line Check

The initial line check follows a programme of line training. The examiner should be independent, i.e. not the trainer who conducted the practice check.

For initial checks a grade of at least 3 in each of the Pilot Competencies is required for a pass.

4.3 Recurrent Line Check

The recurrent line check is an opportunity for pilots to demonstrate that operational performance and standards have been maintained, and to receive assessment and feedback on their use of CRM and non-technical skills.

Line checks are a good environment to assess and give developmental feedback to Senior First Officers as part of their Command development. The First Officer should ideally operate the sector in the P1 role subject to weather and any other operational restrictions (e.g. Captain only landing).

4.4 Conducting a Line Check

If conducting the check from the observer seat, aim to remain quiet and unobtrusive. Do not ask questions during the briefing and simply observe the skills employed and make a note of any pertinent points.

Avoid commenting on crew activities during the flight. Before departure most errors are 'trapped' and corrected; there are usually very few which compromise safety yet remain undetected prior to take-off. If intervention is necessary try to be as discreet as possible.

Some individuals and crews will become very nervous and every effort should be made to help them feel more comfortable. If a comment concerning safety is necessary then try to make it in a manner that will cause as little unease as possible.

Try to avoid forming an early or hasty assessment but consider the overall performance on completion of the check. Do not focus on small points in isolation; it is the overall 'big picture' that you should assess.

Pay particular attention to the briefings; are they relevant, open and interactive? Do they identify potential problems, and are operational guidelines established? Are SOPs employed effectively? Are mandatory callouts made correctly? Does the Captain balance authority and assertiveness?

All pilots make poor landings from time to time; if it happens during the check assess whether the technique was correct but the arrival unfortunate, or whether there might be a more deep-rooted problem. When weather conditions require, Captains may complete an Autoland.

On arrival at the gate don't say anything until the shutdown checks have been completed. During the debriefing, do not be pedantic and avoid criticism unless you are certain of the facts. Always recognise and acknowledge the good areas as well as debriefing the not-so-good.

Most of the considerations for conducting a check from the observer seat also apply when occupying a pilot's seat and this is the normal format for an initial check. Try to set a calm and relaxed atmosphere and carry out the procedures applicable to your operating seat as efficiently as possible.

If checking a crew, consideration should be given to an individual's contribution to the overall performance. Good team skills by one pilot should be recognised.

Should the standard fall below the norm then a grade 4 or 5 will have to be awarded. Try to ensure your debrief remains focussed on the key points and give guidance as applicable.

For an initial check or Command Course final check, the minimum grade is a 3. For recurrent line checks a grade 4 is a pass but will be flagged for review by the fleet Chief Pilot. A grade 5 is a fail and the fleet Chief Pilot shall be informed. If the pilot is a First Officer, they will be categorised 'C' until remedial training and a successful line check are completed.

Failures are rare and there are no hard and fast rules as to what constitutes a fail. A poor performance is usually due to weak CRM, often due to a lack of spare capcacity resulting in a loss of situational awareness. Whatever the reason, try to be accurate, brief and clear (ABC) when completing the report and contact the Chief Pilot as soon as possible.

4.5 Standard Required

The trainee must be sufficiently familiar with the recommended procedures, allocation of duties and technical aspects of the aircraft while demonstrating the requisite level of operational skill that they can fit in to a multi-crew operation without the need for additional

supervision over and above that normally exercised during line operations, and without impairing the accepted safety standards.

5 A320 Command on Type

5.1 Introduction

The A320 Command on Type course is designed to train and assess the trainee in the skills required to progress to a Command role within BAVirtual.

The course consists of a series of Line Training sectors where the emphasis is on developing command skills appropriate to the A320 operation.

Throughout the course there will be ongoing assessment and the trainee will be required to demonstrate that they have acquired the knowledge and skills in a progressive manner. A failure to progress as identified by the instructors on the course will be referred to the Chief Pilot Airbus or Euroflyer as appropriate.

The trainee is responsible for his/her own learning. Various training aids are available including the Moodle video store and Docstore.

The continuous assessment process will identify training effectiveness and highlight areas for trainee development. These will be noted by the instructors as the course progresses.

Trainees will be made aware of these development areas during the debriefing sessions and they will be recorded in Moodle. This will assist the trainee in targeting specific areas of self-study and preparation. It is expected that trainees will read widely from the electronic manuals available to them and watch the presentations and videos that can be found within Moodle.

If a lack of progression in key areas of knowledge, skill or handling is identified the instructor will make the trainee aware of this informally during the debrief. If the failure to progress is persistent the trainee's Chief Pilot will be informed and he/she will decide what steps to take to correct the lack of progression.

All trainees need to achieve a Competency Standard of at least 3 in all elements and phases of the course to successfully complete the Command on Type course.

5.2 Trainee Starting Point

The course is based on the assumption that all trainees starting the course are reasonably proficient A320 pilots. It is designed to apply this proficiency to LHS handling, as well as training Pilot Competency command skills for normal situations.

It is assumed that trainees are reasonably proficient in terms of cockpit set-up, FMGS operation and BAV A320 SOPs.

5.3 Conduct

The Instructor will always occupy the other operating seat.

5.4 Standard Required

Complete a Command Line Check to a Competency Standard of 3, to affirm that the trainee has achieved the required BAV Command standard in their A320 Line Operation.

The standard required at the end of Line Training is that the trainee should be able to command a safe and efficient flight.

The Line Check will assess handling skill and Crew Resource Management using the BAV Pilot Competencies. The traine must demonstrate that they have achieved a Competency Standard of 3 in all areas to successfully complete the Command on Type course.

Continuous assessment will occur throughout the course. A report will be recorded in Moodle after each session summarising the progress of the trainee during the sectors of the session and highlighting any development points for the next session.

5.5 Safety

Training should be suspended if safety is likely to be compromised. SOPs with control handover during the approach should normally be employed. This helps to reduce fatigue and allows the trainee to observe and the trainer to demonstrate. However, SOPs may be varied at the discretion of the trainer if useful training value will be gained. Both crew members must be clear as to how and why this variance will take place.

Trainers must not interfere with the normal operation of the aircraft systems.

Do not make deliberate errors to 'test' the trainee. Minor omissions (e.g. during flight deck preparation) are permitted in order to assess a trainee's monitoring.

Whenever possible allow trainees time to correct minor errors as valuable learning can occur from this process. However, significant errors should be corrected immediately.

Do not allow a situation to occur where either crew member becomes overloaded. For example, trainers should not permit a scenario to develop where a go-around is required because trainer intervention was delayed.

Remain aware of commercial considerations and the importance of maintaining schedule.

5.6 LVOs

Command trainees are not required to complete an Autoland during line training.

5.7 Weather Limitations

Command course trainees may operate to Captain's limits.

5.8 Course Structure

Category	Planned Sectors	Phase 1	Phase 2	Phase 3	Minimum
Command	10	4	8	10	3

The course is divided in to three phases: Conversion Training, Command Training and a Practice Check. The trainee is required to achieve a minimum competency standard of 3 in the current phase before progressing to the next phase.

The course is structured under the assumption that each session will consist of two sectors, but single sector sessions are acceptable to accommodate time constraints.

If the trainee does not achieve competency standard 3 in the first two sectors of each phase, an additional session (two sectors) will become available. If the trainee has still not achieved competency standard 3 by the end of these two sectors, an additional two

sectors should be completed and recorded within Moodle as a repeat of the previous session. After 6 sectors if progress is still not being made, particularly in Phase 1, the Chief Pilot Airbus or Euroflyer, as appropriate, should be informed who will determine how to resolve the issue.

5.8.1 Phase 1: Conversion Training

Phase 1 (Conversion/Multicrew Training) should focus primarily on getting up to speed with normal SOPs and multicrew procedures to a competent standard of operation. Grading in this area (particularly regarding Leadership and Teamwork) should reflect this, i.e. essentially grade the trainee as an FO in this respect. As a trainer, you will be 'leading' in most respects here and essentially operating as the Captain from the RHS -- this is a good opportunity, of course, to demonstrate and highlight what you are doing and your skills in this area. Perfection is not necessary, nor is deep technical knowledge, just a good solid standard of operation and application of normal SOPs.

For the first session maintain an instructional style and guide the trainee through the session, judging how much of the operation to give them and how much to demonstrate; it is better to underload than to risk overload. All trainees learn most quickly if thgey have spare capacity to reflect, so if there are quiet moments don't fill these with technical issues. A lot will depend upon the sector length and turnaround times as well as the trainee's prior experience of the Airbus, multi-crew operations and their natural ability.

After the first session always start from where the trainee starts. To do this effectively the previous training must give a clear indication of the trainee's progress and how much input was required. Concentrate on teaching the aircraft (e.g. manual handling, the different climb and descent modes, FMGC programming etc) and the BAV A320 SOPs.

At the same time the trainee's capacity should be increasing such that they are able to run a standard operation with guidance required only to deal with problems. The trainer's style should be moving from instruction to facilitation and should always be helpful.

This phase continues until the trainee is technically competent (note competent rather than perfect) and able to run a standard Airbus operation with minimal trainer assistance required to deal with unusual problems – roughly co-pilot line check standard. It is important that trainees do not proceed to the command training phase until they have reached this level, even if they have completed more than the normal number of sectors. This phase is likely to have the most variance in number of sectors necessary since trainees from different starting points should be at the same standard by its end.

5.8.2 Phase 2: Command Training

Once the trainee is able to operate competently (Grade 3 in all areas), the trainer is now in a position to become a 'co-pilot'. The objectives of this are twofold: firstly to give practice in the team skills required to lead the operation effectively and secondly to give the trainee a feeling of the buck stopping with them!

The trainee will need to be briefed before starting this phase and a clear delineation made when you change from Training Captain to First Officer. Once changed, try to remain in role as much as possible, reverting to Training Captain if there is significant benefit to be gained from doing so. In order to achieve the first aim of practicing team skills it is valuable to go in to co-pilot mode before any aspect of the flight briefing is started; you can then allow the trainee to lead from the outside.

Please act simply as a competent and friendly co-pilot lacking initiative. Do not change your personality! Simply try not to use your initiative and if necessary 'sit on your hands'. Do not attempt to role-play different characters as this can be very off-putting and is not required for a successful command check.

It is possible to give powerful feedback to a trainee without going in to 'trainer mode'. For example, if a briefing is not interactive simply listen to it and make the minimum contribution possible but without appearing sullen or uninterested.

With regard to the second aim of giving the trainee a feeling of the buck stopping with them, try to go with all their decisions and leadership even if it is not ideal in your opinion. As long as safety is not compromised you should be able to let the trainee decide the outcome of every situation.

There is obviously a commercial side to consider and there are times when you should suggest a course of action even in your role as co-pilot simply in order to get things back on track. However, be careful to make the minimum input necessary. Throughout this phase it is likely most of your training will be through facilitation but it may still be appropriate to use demonstration and instruction.

During this phase enure the trainee is given full responsibility for flight planning and documentation.

By the end of this phase the trainee should be commanding the whole operation, using all the resources available to them (including you as a co-pilot) and dealing with any difficulties which may arise. Only then is the trainee ready for the final stage of training. There should be less variation in the number of sectors required for this phase of training since all trainees should enter it with roughly the same standard of operation.

- Act when 'in role' as a **competent**, friendly co-pilot lacking initiative; try to stay in role but be willing and prepared to train if necessary.
- Do not make deliberate **significant** errors to 'test' the trainee. **Minor** omissions (e.g. during flight deck preparation) are permitted in order to assess a trainee's monitoring.
- Be careful not to create an atmosphere where the trainee becomes pre-occupied trying to 'trap' your mistakes
- Try to 'sit on your hands' to stop yourself 're-taking' command
- This will allow the trainee to develop their CRM skills for resolving the many types of problems encountered by a Captain
- Remember it is essential for the trainee to feel confident that you are both 'batting on the same side'
- Encourage the trainee to give feedback to the trainer on their performance as a co-pilot

5.8.3 Phase 3: Practice Command Check

The practice check is designed to prepare the trainee for the command line check. You should try to simulate the line check scenario as much as possible and avoid making training input during the sectors.

Explain to the trainee that the flight deck is likely to be quieter than usual, but this does not mean that you must conduct the sector in silence! There is no reason why normal conversation should not take place, just as it does during any other line check.

Once again, you should act as a **competent, friendly** co-pilot **lacking initiative.** Do not make even *minor* omissions to 'test' the trainee.

It is crucial that the trainer is competent but responds only to the lead given by the trainee. For example:

- Do not offer advice that Runway 25L is the preferred landing runway, but if the trainee asks for your knowledge of a certain airfield then tell them
- Do not point out that the weather at the alternate is unsuitable, but if asked whether you consider it suitable say 'No'
- Do not point out that the T/D is only 25 miles from destination due to an FMGS error, but if asked whether you can see why the T/D is so late then identify the problem
- If you are high on the approach don't take action until the trainee notices and gives guidance to resolve the issue
- If a briefing is not interactive then say very little

It is good CRM for a trainee to check whether there is anything they have missed but try to make sure they are being specific. For instance:

- *"I can't see anything in the forecast that could affect our arrival, can you?"* is a specific and valid question
- *"Is there anything I've missed?"* at the end of the briefing is not specific enough to warrant pointing out a problem with the destination weather.

When considering whether to recommend a trainee for the final check, ask yourself:

- Did I have to use any initiative during this flight?
- If I had been conducting a line check on a fully-qualified Captain, would the 'Captain's' performance definitely merit a Competency Standard of 3?

If the answer to either of the above is 'no', then the trainee is not ready for check. Most trainees should only need 2 or so sectors to complete this final stage, but trainees should never be recommended simply because of the number of sectors completed.

5.9 Command Course Final Line Check

The check is conducted by a Manager, Training Standards Captain or a nominated LTC. It must be preceded by a Practice Check to Competency Standard of 3 or better. The Command Course Line Checker should not have recommended the trainee for their Command Course Line Check.

5.9.1 Briefing

Arrange to meet the candidate about 10-15 minutes before the normal 45 minute briefing time. Candidates are usually nervous to try to help them relax. Explain the following points:

- The emphasis is on 'the big picture' – whilst you expect to see a Competency Standard of 3 in knowledge of the aircraft operation and competence in SOPs – you are not going to be picky or pedantic about trivial points
- The candidate will be assessed using the BAV Pilot Competencies. Explain that you will be interested to see how problems are resolved and how errors are managed.
- The candidate should be briefed that the final result of the check will not be made known until the trip is complete
- Ideally the command check will be conducted over two sectors, one as PF and one as PM. The allocation of duties is up to the candidate as a normal operational decision and if circumstances prevent you from handling 'your' sector it will not compromise the check.
- If a sector is 'given away' it should be regarded as a co-pilot handling sector but not full PICUS as the candidate should still be able to demonstrate their Command abilities in dealing with situations and not delegating them to someone who is really a very competent Captain
- That you, in the RHS, are the legal commander but will only operate to First Officer's limits
- That you will be competent and friendly but lacking initiative. You will operate at the Notice level of Situational Awareness and will mention things, but not lead.
- You will not make any deliberate mistakes
- You are a useful source of information and therefore if asked a direct question it will be answered with a level of knowledge appropriate to that of a competent co-pilot
- The candidate is the acting Captain and should manage the operation accordingly

5.9.2 Flight Planning

- The candidate should have prepared the Simbrief flight plan and sent you the details. They should lead the flight planning briefing as set out in OM B.
- Pay particular attention to the candidate's setting of the tone and creation of a team atmosphere
- The candidate must demonstrate sound judgement with regard to fuel and other operational decisions

5.9.3 Onboard the Aircraft

- Pay particular attention to Pilot Competencies employed
- Are briefings open and interactive? Does the candidate make effective use of their 'First Officer'?
- If the candidate fails – give support. They will feel very deflated and will need very careful handling

5.9.4 Debriefing

- Identify the key good and no so good significant points

- Avoid a lengthy debrief of minor points
- The trainee is promoted to Captain with immediate effect. The examiner should tell the Chief Pilot and ensure that the Moodle administration is correctly completed including filing the report and clicking the ‘Graduate’ button. The examiner should post an announcement in the BAV forum.
- Remind the new Captain of his extensive responsibilities detailed in OM A
- BAV Captains are expected to maintain the highest possible personal and operational standards
- If a Captain’s standards slip the First Officer will think it is acceptable to operate in a substandard way. Be aware of the Loneliness of Command. Sometimes it is necessary to distance yourself from the rest of the crew to make a sound, objective judgement. Be prepared for this and the potential unreasonable response from your crew members.
- Should a significant incident occur please discuss it with fleet management without delay
- Advise the candidate of the way in which he can provide course feedback and emphasise the importance of feedback
- Ask for feedback on your own performance

6 Recurrent Training and Checking

6.1 Introduction

Recurrent Training and Checking within BAVirtual is designed to provide an environment where pilots can become proficient in both operation and systems knowledge, and practice both normal and non-normal procedures.

Recurrent training is conducted offline.

Human Factors and Non-Technical Skills training is embedded as an integral part of all recurrent check/training cycles. Responsibility for HF training on each fleet rests with the fleet FTM.

6.2 OPC

6.2.1 General

BAV operates a 6-monthly cycle of Operator Proficiency Checks (OPC). These sessions are designed as part of an overall three-year rolling cycle of training aimed at covering a broad range of technical and non-technical skills across the full cycle.

OPC sessions are conducted offline and consist of:

- A technical briefing in My Learning Academy (Moodle)
- Up to two flying details encompassing the OPC items and a Line Oriented Flying detail (LOFT) (these may be both encompassed in one detail)

The OPC will be graded in Moodle according to the standard grading system (see OM Part D).

OPC sessions should be recorded in Merlin using the flight number provided.

Refer to A320 Moodle for details of the current Check.

6.2.2 OPC Items

The OPC cycle consists of the items in the table below. Each item will be scheduled in checks according to the frequency shown, i.e. 6 monthly items will be incorporated in to every check, annual items every other check and so on.

6.2.2.1 Evidence Based Training (EBT)

The A320 FTM will incorporate items in to the check cycle based upon identified needs. For more information on Evidence Based Training see OM Part D.

Ref	Item	Frequency	Notes
OPC.1	Rejected Take-off	6 monthly	
OPC.2a	Go around from DA	6 monthly	
OPC.2b	Baulked Landing	Annual	
OPC.2c	Go around from >1,000 ft	Annual	
OPC.3	Diversion	2 yearly	
OPC.4	Non-precision Approach	6 monthly	
OPC.5	LOFT Scenario	6 monthly	To incorporate NOTECHS and decision making. Should also be linked to the system training in OPC.7.
OPC.6	Manual thrust	6 monthly	
OPC.7	**Systems**		An aspect of each major system to be trained over a 3 year period. May be theory based if not practical to incorporate a demonstration as part of the practical check due to e.g. sim/single pilot limitations.
OPC.7a	Autoflight	3 yearly	
OPC.7b	Pneumatic	3 yearly	
OPC.7c	Hydraulic	3 yearly	
OPC.7d	Electrical	3 yearly	
OPC.7e	Fuel	3 yearly	
OPC.7f	Powerplant/APU	3 yearly	
OPC.8	Decompression/Emergency Descent	2 yearly	
OPC.9	EGPWS	2 yearly	
OPC.10	Handling without Autopilot or Flight Director	Annual	E.g. raw data ILS
OPC.11	Evidence Based Training	6 monthly	FTM to incorporate items based on identified needs
AWO.1	LVO takeoff	Annual	
AWO.2	LVO autoland	Annual	
AWO.3	Cold Weather Operations	Annual	

7 Base Training

For generic Base Training information see OM-D Appendix P.

7.1 Extract from Airbus Base Training Syllabi – Aircraft Flight Training Briefing

7.1.1 Touch and Go

Touch and go are used to reduce the amount of training time wasted in taxiing the aircraft back to the holding point and awaiting take-off clearance. In order to maintain a high level of safety they must be conducted in a properly disciplined manner. The following technique is to be used:

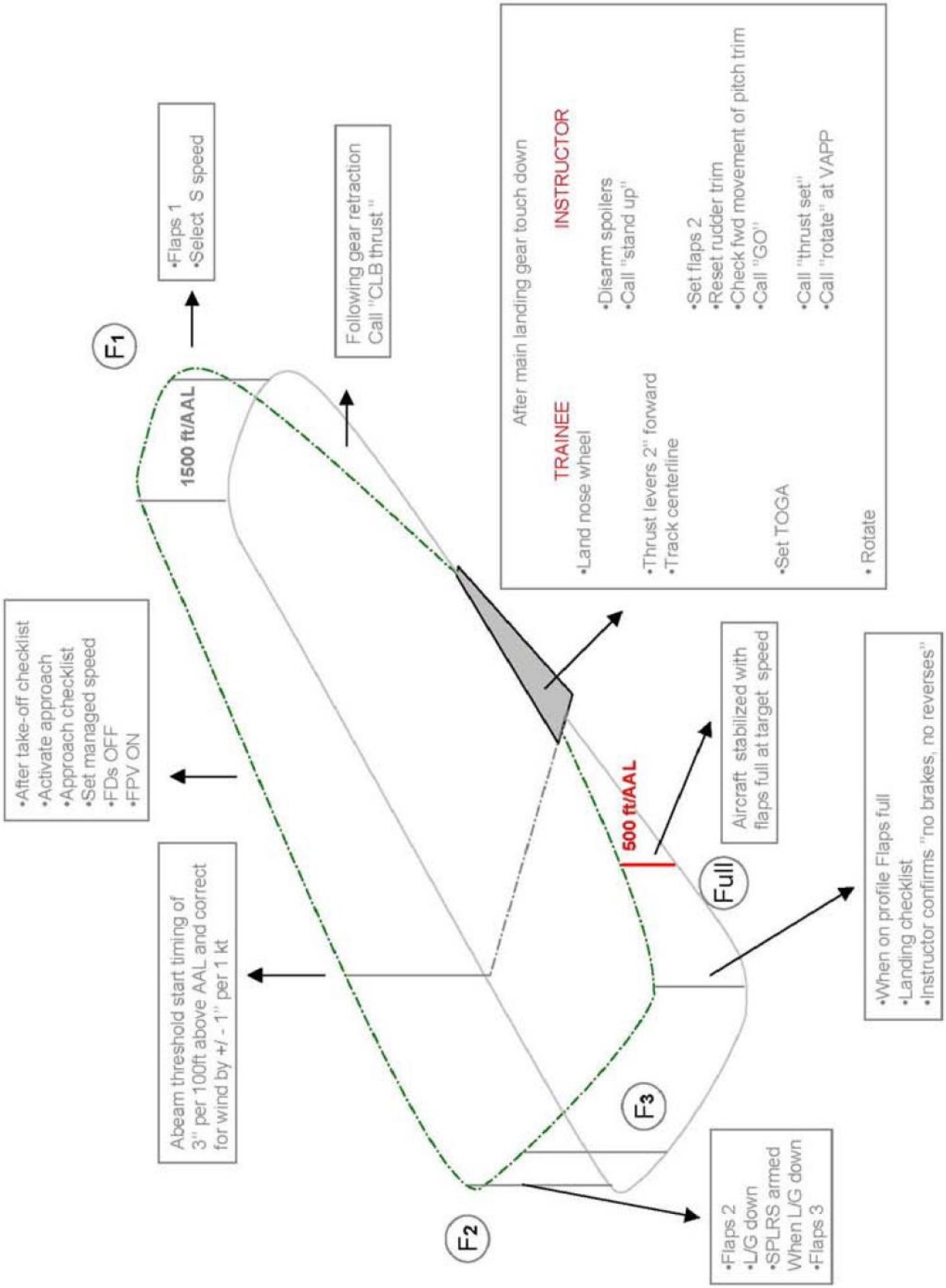
Prior to EVERY touch and go, the instructor will confirm with the trainee that:	
	• Reverse thrust will not be used • Brakes (auto or manual) will not be used
The trainee will:	• Land the nosewheel after main gear touchdown (which also allows a pitch trim reset) • Track the runway centreline using rudder pedal inputs only
The instructor will:	• Disarm spoilers • Call “STAND UP”
The trainee will:	• Advance the thrust levers approximately 2” (5cm) forward (to prevent engines reducing to ground idle)
The instructor will:	• Move the flap handle to postion 2 detent and confirm the flaps are running • Reset the rudder trim if necessary • Monitor the forward movement of the pitch trim • Place one hand behind the thrust levers ensuring they are advanced approximately 2” (5 cm) • Call “GO” when the aircraft is in the correct configuration
The trainee will:	• Advance the thrust levers to the TOGA detent • Maintain the runway centreline
The instructor will:	• Monitor engine acceleration • Check FMA annunciation (when appropriate) • Check TOGA thrust obtained and call “THRUST SET” • Call “ROTATE” at VAPP • Maintain his hand behind the thrust levers to ensure no inadvertent reduction of power or no unwanted stop
The trainee will:	• Rotate the aircraft to 15° then follow the SRS if available

7.1.1.1 Touch and Go (END)

Following gear retraction the instructor will call for CLB thrust

The trainee will move the thrust levers to the CLB detent (the FMA will read THR CLB | SRS | GA TRK).

At acceleration altitude or ALT*, whichever occurs first, and F speed, select FLAP 1 and S speed. Approach may be activated at this stage. See following diagram.



8 TRI Training

Refer to OM-D Appendix G.

8.1 Introduction

The objective of the TRI course is to train to the level of proficiency necessary for the issue of a BAVirtual A320 TRI (V) rating. The course is designed to give training to the applicant in both theoretical knowledge instruction and in-flight instruction in order to instruct on BAV A320 training courses.

8.1.1 Pre-Entry Requirements

General

An applicant for an instructor certificate shall:

- Have a minimum of 200 VATSIM network hours

Additional pre-requisites for the initial issue of a VATSIM P5 (Flight Instructor) Rating

- Have successfully completed the VATSIM Initial Instructor Training course
- Have completed within the 12 months preceding the application at least 10 route sectors on the A320 for BAVirtual

8.2 Initial Instructor Training Course

See OM-D Appendix G Section G.5

9 Line Training Captain (LTC) Course

9.1 Introduction

This course is designed to introduce Captains to line training. It is designed to be undertaken by both non-TRI and TRI qualified pilots. Prior to commencement of the course, the trainee must at some point have completed the online e-learning modules of the BAV Initial Instructor Training course (refer to OM-D Appendix G.5 for more details).

The LTC role is internal to BAV and there is no accompanying VATSIM paperwork required.

Candidates should have above average skills in the following areas:

- Aircraft technical knowledge
- Aircraft handling
- Standard Operating Procedures
- Pilot Competencies

9.1.1 Objectives

The aim is for candidates to:

- Complete a Line Check
- Develop the instructional skills acquired during the Initial Instructor Training course
- Conduct simulated Line Training with a TSC role-playing a trainee
- Conduct Line Training with actual trainees whilst under TSC supervision
- Learn to recognise normal progress in trainees
- Learn to assess when a trainee has achieved Line Check Standard.

9.1.2 Method

During the course the Student Instructor will:

- Complete a Line Check if they have not already done so in the preceding 12 months
- Develop his/her instructional technique
- Demonstrate a sound understanding of the Discussion Items
- Demonstrate aircraft handling and instructional patter
- Identify and correct errors
- Give and receive feedback and tutoring
- Reach a satisfactory standard for a final test

9.1.3 Terminology

- SI: The LTC candidate
- Tutor Pupil (TP): the LTC Trainer who will act as the student instructor's pupil
- SI One/Two: A term used when there is a need to differentiate between candidates undertaking training simultaneously

9.1.4 Administration

The LTC course is assigned in Moodle by the course tutor. All records for this course are maintained within Moodle and there is no external paperwork required for completion. The course consists of three main stages:

- Initial Instructor Course online modules
- Line Check if required
- Offline simulator training
- Live training and final check

Upon successful completion of the course, the observing TSC will inform the FTM. The observing TSC will complete the Final Check detail of the SI's Moodle course.

9.1.5 Standard Required on Completion

The LTC course is a continual assessment course and the trainee's progress throughout the various elements is closely monitored. The course tutor will provide comprehensive feedback after each detail and Moodle reports will be completed.

9.1.6 Course Overview

9.1.6.1 Line Check

Prior to commencement of the Simulator Training phase, the SI should be scheduled for a Line Check if they have not completed a line check to a minimum grade of 3 in the preceding 12 month period. Preferably this should be conducted by a fleet TSC but any approved LCC may conduct the check if necessary. A minimum grade of 3 is required in all areas before further LTC training may continue.

9.1.6.2 Simulator (Offline) Phase

Detail	Briefing	Session	Debriefing	Exercise
1	1:00	1:00	0:30	Practice line training
2	0:30	1:30	0:30	Practice line training

9.1.6.3 Aircraft Phase

Sectors	Event
1-2	Line Training of actual trainees. Supervised by a fleet TSC observing.
3	Final Check observed by a fleet TSC.

9.1.7 Pre-Course Preparation

Prior to commencement of the course, SIs should:

- Review and revise the following manuals:
  - OM-D – Training Manual
  - OM-D – Appendix E A320
  - FCOM and A320 Flight Training Study Guide
- Ensure they have Trainer access to Moodle and the Trainers' library in DocStore
- Review the Line Training Discussion Items

- Familiarise themselves with Pilot Competencies so that they can discuss the concepts using the appropriate terminology

9.2 Offline Simulator Training

The TP will facilitate discussion on a wide range of associated topics. SIs will give a short training brief before detail 2.

The TP will go 'Bloggs ON' when the lesson begins and will remain in role as a trainee, allowing the SI freedom to conduct the lesson. He will go 'Bloggs OFF' if it is necessary to communicate as a tutor.

The TP will 'role-play' trainees from different backgrounds with varying abilities, but endeavour to moderate the role-play to that which is required for effective instruction.

Particular attention should be given to instructional skills learned from the Initial Instructor Training course modules, for example dealing with errors (identify, prioritise, symptoms, causes, remedies etc).

9.2.1 Detail LT1

This detail is focussed on handling techniques, particularly for take-off and landing. The TP will introduce a variety of common handling errors during the circuits for the SI to observe and analyse.

9.2.1.1 Briefing LT1

Tutor Briefing and Discussion:

- Course introduction and safety briefing
- Training Captain's Role and Responsibilities
- Initial Instructor Training Course refresher:
  - What trainers do
  - Creating a learning environment
  - Trainee's needs
  - How people learn
  - Instructional techniques
  - Training Cycle
  - Knowledge/Skill/Attitude
  - Errors
- The objectives of Line Training
- BAVirtual's Grading System (OM-D 4.6)
- Moodle – report writing and recording progress

Pre-Simulator Discussion:

- Takeoff and landing technique
- Touch and Go profile

9.2.1.2 Simulator LT1 – Practice Line Training

TPs should have their simulator loaded with the following parameters:

Setup	
Initial State	LFLX Rwy 21 Day, Engines Running

ATIS	Rwy 21 Dry Fair Weather CAVOK 15/10 Q1013			
FMGC	LFLX/LFLX Rwy 21			
Clearance	LH visual circuits Sq 3427			
Perf Init	ZFW 52.5	Fuel 8000	TOW 60.5	
Speeds	V1 149	VR 149	V2 150	Flex 60

- Take-off
- Circuits
- Full stop landing
- Taxi back

9.2.1.3 Debrief LT1

- Tutor debrief and wash-up of LT1
- Briefing for LT2

9.2.2 Simulator LT2 – Practice Line Training

This takes the form of an 'offline' flight from LHR to MAN, flown by the TP. The SI will act as an LTC and practice observing, taking notes and providing feedback.

9.2.2.1 Briefing LT2

Tutor Briefing and Discussion:

- Typical trainee personality profiles
- Review of prepared 'trainee'
- Preparing and planning a training session
- BAV Airbus SOPs
- Pre-flight briefing
- Avoiding overload
- Taxiing
- Descent planning and monitoring
- The rushed approach – Avoid/Trap/Mitigate
- Go-arounds
- Avoiding an altitude bust or flap overspeed
- Recognising an unsafe final approach

9.2.2.2 Simulator LT2 – Practice Line Training

- LHR-MAN
- SI observing as Line Trainer
- TP role-plays trainee
- SI practice note-taking and debriefing
- SI debriefs TP
- Tutor debrief

9.2.2.3 Debriefing LT2

- Tutor debrief
- Report writing and Moodle
- Briefing for Aircraft Phase

9.3 Aircraft Training

9.3.1 Introduction

The aircraft phase of the LTC course will consist of a minimum of two sectors of line training with a real trainee or trainees, observed by a TSC. The final stage of the course consists of a one sector check with a real trainee, with the check conducted by a TSC observing.

Additional training sectors with the TP flying and SI acting as Line Trainer may be arranged prior to the observed sectors with real trainees if desirable or necessary to ensure the SI feels prepared and comfortable to conduct training with a real trainee.

9.3.2 Route Training Discussion Items

The following should be covered/discussed during the LTC course:

- Communication
- Analysis and correction of faults
- Technical knowledge
- SOPs
- Manuals (FCOM/OM-D/OM-D Appendix E)
- Grading system
- Moodle
- Liaison with FTM

9.3.3 Observed Line Training Sectors

The next sectors (minimum of 2) will consist of the SI being observed conducting line training with a real trainee. The observing TSC will watch via screen share. The trainee could be from any background and it is acceptable for the SI to conduct the training via screen share or Shared Cockpit as agreed with the trainee. These details will need careful management by the TSC as there may be appropriate training input for both the SI and their trainee.

9.3.4 LTC Line Check

The final assessment for the LTC course will consist of one sector of line training. This sector will be conducted with a real trainee. A TSC will conduct the assessment via Discord screen share and the TSC will notify FTM and record the outcome in Moodle.