Operations Manual
Part D (Training)

Revision 7
November 2020

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0 Preface

0.1 Record of Amendments

Change	Subject	Summary
Rev 2		Added minimum hours requirement to align with VATSIM PTD policy
		Added minimum hours requirement to align with VATSIM PTD policy
		Added minimum hours requirement to align with VATSIM PTD policy
		Added minimum hours requirement to align with VATSIM PTD policy. Added experience requirement for initial issue.
	Report Writing	Clarification of report writing style, objectives and format
		Added sample reports
		Clarification of requirement for remedial action following “Progressing” grade
	Error! Reference source not found.	Text adjusted to reflect standard format of TK examinations.
Rev 3	Duties and Responsibilities of Flight Training Staff	Amended Training Standards Captain responsibilities to align with new job description
		Added Flight Manager Technical position
		Amended Chief Pilot responsibilities to align with new job description
		Amended FTM role descriptions
	Qualification Requirements for Trainers and Checkers	Deleted Training Standards Captain Qualification Requirements
		Amended text to reflect Initial Instructor Course and type-specific instructor training
		Clarified waivers
	Procedures for Training and Checking	Amended text to refer to generic rather than specific connected flight deck and screen-sharing software
		Replaced references to Teamspeak with Discord
		Moved instruction for the Examiner to inform the candidate that the examination has begun, etc, from after the Long Brief (e-mail) to after the Short Brief (meeting on Discord)
		Clarified that TSCs are required to authorise airfields other than those listed
		Added Pilot Competencies
Rev 4	Grading	Updated Pilot Competencies in line with BA definitions Added detail of grading process
Rev 5	All	Complete rework and re-organisation of manual. Consolidated shorter Appendices in to main manual.
	Role Descriptions	Updated with respect to Staff and Leadership Review
	Procedures	Added Line Training details including LTC requirements.

		Added details of Consolidation Phase for new instructors
		Updated instructor training and currency requirements.
		Added instructor rating reactivation requirements
		Added standardisation targets.
		General updates to reflect coming changes to the VATSIM Pilot Ratings structure.
		Clarified use of VATSIM network for training.
		Added instructions regarding the practice or simulation of abnormal or emergency procedures
	Appendix G – Instructor Training	Updated person specification and added details of TAH selection process.
	Appendix O – Line Training	Added Line Training details to support upcoming Line Training programme.
	Appendix P – Base Training	Updated content and guidance.
	Appendix Q – Line Check	Added to support upcoming Line Training programme
Rev 6	Grading	Updated Pilot Competencies
Rev 7	Training and Checking Procedures	Added line confirming that trainees must be BAVirtual members.
	Appendix B – VATSIM Basics	Removed VATSIM Basics course details as this course has been deprecated following the release of the new VATSIM rating structure.
	Appendix G – Instructor Training	Updated Initial Instructor Training course profile

0.2 Glossary and Definitions

0.2.1 Glossary

A/C	Aircraft
AAIB	Air Accident Investigation Branch
AAL	Above Aerodrome Level
ABP	Able Bodied Passenger
ACARS	Aircraft Communication Addressing & Reporting System
AIP	Air Information Publication
AIS	Aerodrome Information Service
AFI	Assistant Flight Instructor
AFT	Advanced Flying Training
AML	Aircraft Maintenance Log
ANO	Air Navigation Order
AOC	Air Operator Certificate
AOM	Aerodrome Operating Minima
APIS	Advanced Passenger Information System
APU	Auxiliary Power Unit
AR	Authorisation required
Art	Article
ASP	Aviation Safety Program
ASR	Air Safety Report
ATC	Air Traffic Control
BA	British Airways
BAV	BAVirtual
BALS	Basic Approach Light System
BCF	Bromochlorodifluoromethane
C/C	Cabin Crew
CAA	Civil Aviation Authority
CARD	Computerised Aeroplane Runway Data
CDSS	Cockpit Door Surveillance System

CFI	Chief Flying Instructor
CID	Certificate Identification number (VATSIM)
CMV	Converted Meteorological Visibility
CRC	Crew Report Centre
CRM	Crew Resource Management
CP	Chief Pilot
CS	Certification Specification
DEP	Direct Entry Pilot
DFCM	Duty Flight Crew Manager
DfT	Department for Transport
DOM	Duty Operations Manager
EASA	European Aviation Safety Agency
EFB	Electronic Flight Bag
EICAS	Engine Indicating and Crew Alerting System
ELT	Emergency Locator Transmitter
ERA	En Route Alternate aerodrome
eRM	electronic Route Manual (charting app)
ETA	Estimated Time of Arrival
EU	European Union
EVAC	Evacuation
FAF	Final Approach Fix
FALS	Full Approach Light System
FAP	Final Approach Point
FARs	Federal Aviation Regulations (USA)
FCN	Flight Crew Notice
FCOM	Flight Crew Operating Manual
FCPM	Flight Crew Procedures Manual
FCTM	Flight Crew Training Manual
FCR	Flight Crew Report
FDP	Flying Duty Period

FI	Flight Instructor
FLS	FMS Landing System
FMT	Flight Manager Technical
FO	First Officer
FOSG	Flight Operations Standards Group
Ft	Feet
FTD	Flight Technical Dispatch
FTL	Flight Time Limitation
FTM	Flight Training Manager
GBAS	Ground-Based Augmentation System
GLS	GBAS Landing System
H or h	Hour
HAC	Heathrow Airport Centre
HF	High Frequency
HM	Her Majesty
HoFT	Head of Flight Technical
HUD	Head Up Display
IAF	Intermediate Approach Fix
IALS	Intermediate Approach Light System
IAN	Integrated Approach System
IATA	International Air Transport Association
ICAO	International Civil Aviation Organisation
ICC	International Cabin Crew
ID	Identification
IFE	In Flight Entertainment
IFCE	In Flight Customer Experience
IFT	Initial Flying Training
JAA	Joint Aviation Authorities
JAR-FCL	Joint Aviation Requirements – Flight Crew Licensing
kg	Kilogram

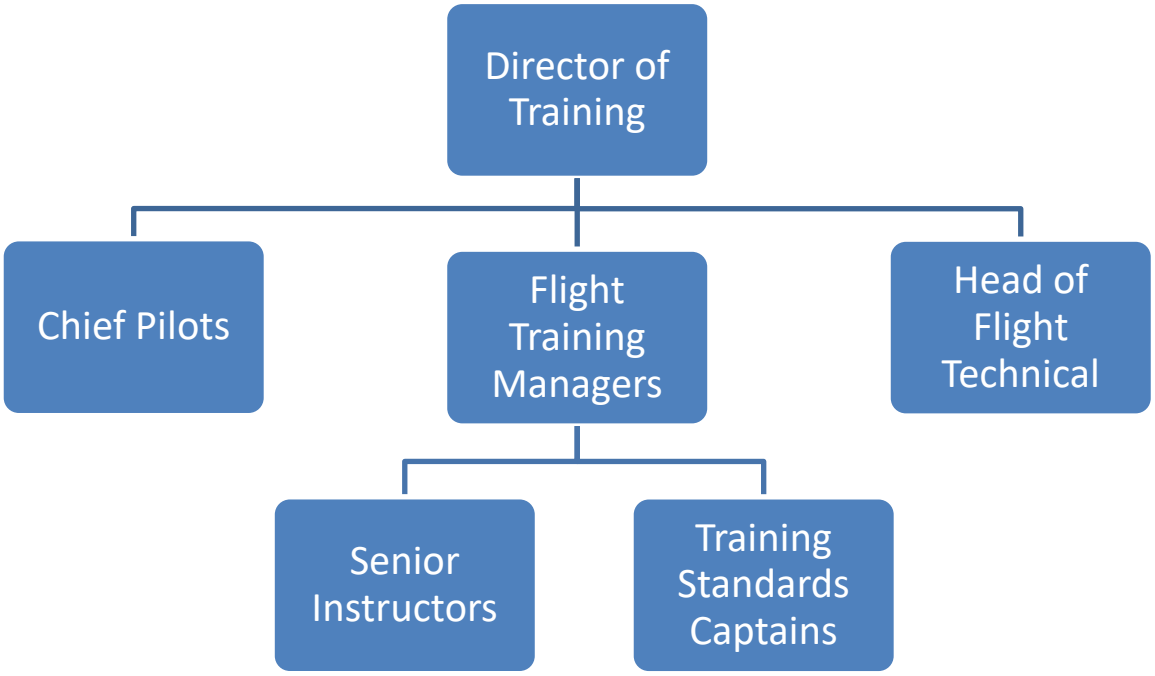
km	Kilometre
L or l	Left
LCC	Line Check Captain
LDA	Localiser-type Directional Aid
LGW	London Gatwick
LHR	London Heathrow
LMC	Last Minute Change
LPV	Localiser Performance with Vertical guidance
lt	Litre
LTC	Line Training Captain
LTS Cat I	Lower Than Standard Category I approach
m	Metres
MCS	Member Certification Standards
MDH/A	Minimum Descent Height/Altitude
ME	Multi Engine
MEL	Minimum Equipment List
MEP	Multi Engine Piston
ml	Millilitre
MLS	Microwave Landing System
MSA	Minimum Safe Altitude
NALS	No Approach Light System
NEP	New Entry Pilot
NHP	Non-Handling Pilot
NITS	Nature, Intentions, Time, Special Instructions
NOTAM	Notices to Airmen
NOTOC	Notification to Captains
NUBRF	New Brief
OAT	Outside Air Temperature
OCIC	Operations Control Incident Centre
OIS	Onboard Information System

OMN	Operations Manual Notice
OPS	Commission Regulation (EC) No 859/2008 of 20 August 2008 (EU-OPS)
OPT	Onboard Performance Tool
OTS Cat II	Other Than Standard Category II approach
PA	Passenger or Public Address
PBN	Performance Based Navigation
PC	Personal Computer
PIC	Pilot in Command
PRAMS	Pilot Rating Administration and Management System
PRM	Precision Runway Monitor
QM	Queen's Messengers
QRH	Quick Reference Handbook
R or r	Right
RNAV	Area Navigation
RNP	Required Navigation Performance
RVR	Runway Visual Range
SAAAR	Special Aircraft and Aircrew Authorisation Required (USA)
SATCOM	Satellite Communication
SCCM	Senior Cabin Crew Member
SE	Single Engine
SEP	Safety Equipment and Procedures
SFO	Senior First Officer
SG	Specific Gravity
SI	Senior Instructor
SOP	Standard Operating Procedure
SSA	Sector Safe Altitude
SSB	Single Side Band
T3	Terminal 3
T5	Terminal 5
TAH	Training Appointment Holder

TC	Training Captain
TEP	Trainee Entry Pilot
TRE	Type Rating Examiner
TRI	Type Rating Instructor
TSC	Training Standards Captain
TOB	Total on Board
TOW	Take off weight
TRM	Turn Round Manager
UK	United Kingdom
UM	Unaccompanied Minor
US	United States
UTC	Universal Time Coordinated
VA	Virtual Airline
VATSIM	Virtual Air Traffic Simulation Network
VHF	Very High Frequency
VIP	Very Important Person
YP	Young Person
ZFW	Zero Fuel Weight

Contents

1 Flight Training Department Organisational Chart



2 Duties and Responsibilities of Flight Training Staff

2.1 Director of Training

The Director of Training reports to the BAVirtual CEO for the following:

- Effective supervision and control of the Flight Operations Department's functions & associated activities
- VATSIM Authorised Training Organisation CFI post holder
- Approval of curricula and syllabi for training of all pilots on all equipment, including initial training, continued training, currency and evaluation requirements
- Approve BAVirtual training material, flight crew training manuals and flight crew instructor's manuals for all fleets
- Ensure that Instructors, Examiners, Training Captains and Pilots use only approved documents for the conduct of training
- Liaise with Head of Flight Technical to ensure all manuals are up to date and consistent with training materials
- Liaise with Chief Pilots to ensure a motivated, engaged and active community
- Develop a set of standards for BAVirtual Instructors, Training Standards Captains and Examiners and ensure adherence to these standards
- Report on crew proficiency and propose specific training as the need arises
- Ensure a complete, coherent and easily accessible record-keeping system exists which contains all relevant training information for each crew member

2.2 Head of Flight Technical

The Head of Flight Technical reports to the Director of Training for the following:

- Maintaining and expanding the VA's flight technical documentation
- Creating, growing and leading a team of contributors from across the membership to ensure documents are accurate, updated and reviewed regularly
- Supporting, advising and assisting TSCs and members with flight technical matters

2.3 Flight Training Managers

Each fleet is assigned a Flight Training Manager. The Flight Training Manager will normally be a current TSC or Senior Instructor on the fleet and reports to the Director of Training for:

- All Fleet training activities
- Managing TSCs/instructors and ensuring a motivated, engaged and active group
- Assigning examiners to conduct skill tests
- Identifying Fleet training requirements on an ongoing basis (e.g. by monitoring forums/Discord/SESMA) and developing programmes of recurrent training to meet these needs
- Ensuring adequate training capacity exists on the Fleet to meet the demand for training
- Ensuring pilots, instructors and examiners are conducting training in a consistent manner

2.4 Training Standards Captains (Mainline) / Senior Instructors (Core)

Training Standards Captains or Senior Instructors report to their respective Flight Training Manager for the following:

- Supporting Instructors and the Flight Training Manager in developing and delivering training on the respective type
- Contributing to selection, training and ongoing development of Instructors for the fleet
- Regularly reviewing training materials, procedures, techniques and documentation. Seeking feedback from and liaising with instructors regarding the procedures and techniques taught and determine and disseminate any changes as necessary
- Ensuring consistency of training amongst instructors
- Act as a Senior Examiner and participate in the training and development of new Examiners where required

3 Training Syllabi and Checking Programmes

3.1 VATSIM Basics

See OM-D Appendix B.

3.2 Initial Flying Training

See OM-D Appendix C.

3.3 Advanced Flying Training

See OM-D Appendix D.

3.4 Instructor Training

See OM-D Appendix G.

3.5 Type Qualification Programmes

3.5.1 A320

See OM-D Appendix E.

3.5.2 A380

See OM-D Appendix F.

3.5.3 A350

See OM-D Appendix H.

3.5.4 B747

See OM-D Appendix I.

3.5.5 B777

See OM-D Appendix J.

3.5.6 B787

See OM-D Appendix K.

3.5.7 E170/E190

See OM-D Appendix L.

3.5.8 Concorde

See OM-D Appendix M.

3.6 General Operations Training

3.6.1 All Weather Operations

See OM-D Appendix A.

4 Procedures

4.1 Instructors and Check Personnel

4.1.1 General

Training personnel have a personal responsibility for ensuring that the records they are required to submit are both accurate and complete. Each item of training has an objective which should be understood and each Training Captain/Training First Officer must be aware of the objectives and standards required.

The qualification requirements outlined below are the standard requirements for training personnel who do not hold relevant real-world qualifications. Waivers may be issued to personnel with relevant real-world flying experience at the discretion of the Head of Training.

4.1.2 Minimum Experience

All instructors are required to have a minimum of 200 hours total time logged on the VATSIM network. LTCs and TRIs are required to have a minimum of 50 BAVirtual hours on type.

4.1.3 Instructors – Consolidation Phase

All newly-appointed Type Rating and Flight Instructors are considered to be in a Consolidation Phase until they:

- Have logged 25 hours of flight instruction, and
- Taught every detail on the VATSIM Rating/BAV Conversion Course syllabus for that type at least once, and
- Are recommended by their mentor

In BAVirtual instructors in the Consolidation Phase are referred to as Assistant Flight Instructors (AFI) or Type Rating Instructors (Restricted) (TRI(R)).

Instructors in the Consolidation Phase are limited to conducting flight instruction:

- Under the supervision of a full FI or TRI for the same type or category of aircraft
- On an approved VATSIM rating course or equivalent under the auspices of the supervising ATO only

Additionally in BAVirtual, AFIs/TRI(R) are not approved to conduct internal interim progress checks (e.g. MEP check).

For Line Training Captains, the consolidation phase is considered to consist of:

- 25 hours of Line Training, and
- A minimum of 15 Line Training events

‘Under supervision’ means that an FI/TRI/LTC Mentor will be assigned to the newly-appointed instructor to offer advice and feedback. It is not expected that the mentor observe every training session conducted by the new instructor, but a minimum of two sessions should be observed by mutual arrangement.

Members with relevant real-world qualifications (normally experience of real-world flight instruction or qualification on type) may be exempted from the Consolidation Phase.

4.1.4 Instructions and Procedures for Examiners

Examiners must comply with the guidance in the Member Certification Standards (MCS) as published by the VATSIM PTD and amended from time to time. The MCS are available at http://ptd.vatsim.net. The Flight Training Manager shall ensure that flight crew are familiar with the required manoeuvres and malfunctions that may be presented during a test or check, but that the information given does not reveal the exact sequence or circumstances under which such manoeuvres or malfunctions are presented.

4.1.5 Selection

BAVirtual's Training Appointment Holder selection procedure is detailed in Appendix G.

4.1.6 Line Training Captains

Line Training Captains are pilots who are trained to conduct line training activities on a particular type. Line training within BAVirtual is a voluntary process whereby pilots wishing to receive feedback on their flying can request a Line Training sector(s). For more information on Line Training see Line Training.

Personnel selected as Line Training Captains are required to complete the Initial Instructor Training Course and additional training as determined by the fleet Flight Training Manager to include:

- Familiarisation with the relevant record keeping, regulations and documentation
- Grading and BAVirtual Pilot Competencies
- Conducting a number of sectors under the supervision of a nominated TRI/TRE
- Conducting Line Training under the supervision of a nominated TRI/TRE.

4.1.7 Type Rating Instructors

Type Rating Instructors are required to hold a VATSIM P4 (ATPL) rating including training to P4 standard on their selected type.

TRIs will be trained as the above (Line Training Captains). In addition, they are required to:

- Complete the Initial Instructor Training Course
- Undergo training in how to conduct and assess the P4 training details for their aircraft type
- Witness and conduct training toward the P4 rating under the supervision of a nominated TRI/TRE

4.1.8 Flight Instructor (Multi Engine)

Multi Engine instructors are approved to conduct training toward the VATSIM P2 (Instrument Rating) and P3 (Commercial Multi Engine) rating or equivalent. Multi Engine Instructors are required to hold a VATSIM P3 rating (or equivalent) and will be trained in:

- Teaching and learning theory
- Familiarisation with the relevant record keeping, regulations and documentation
- Grading and the BAVirtual Pilot Competencies
- Use of JoinFS and shared cockpit tools

- How to conduct and assess P2/P3 training details
- Witness and conduct training toward the P2/P3 rating under the supervision of a nominated FI/SI

4.1.9 Flight Instructor (Single Engine)

Single Engine instructors are approved to conduct training toward the VATSIM P1 (Private Pilot Licence) rating or equivalent. Single Engine Instructors are required to hold a VATSIM P1 rating (or equivalent) and will be trained in:

- Teaching and learning theory
- Familiarisation with the relevant record keeping, regulations and documentation
- Grading and the BAVirtual Pilot Competencies
- Use of JoinFS and shared cockpit tools
- How to conduct and assess P1 training details
- Witness and conduct training toward the P1 rating under the supervision of a nominated FI/SI

4.1.10 Examiners

Examiners are required to:

- Hold a rating/certificate at least equal to the rating/certificate being applied for by the candidate
- Have the privilege to instruct for the rating/certificate for which the skill test, proficiency check or assessment of competence is being conducted
- For initial issue of an Examiner rating, at least 25 hours of instructional experience on the type/class the rating is being applied for (does not apply to current examiners extending their privileges to a new type/class)
- Pass an Examiner Assessment of Competence

Examiners must keep a personal record of the tests they conduct showing date, candidate, test, aircraft, result and whether the VATSIM CERT rating was updated. Examiners may be required to give evidence of their recent involvement in assessments/checks. These records must be kept for a minimum period of 2 years. BAVirtual's training records are collated under the file of the pilot under assessment and are not considered to be an acceptable means of compliance.

4.1.11 Currency Requirements

4.1.11.1 Instructors

In order to retain currency, all AFIs, FIs and TRIs are required to fulfil at least one of the following three requirements in any 12 month period:

1. Conduct a minimum of three hours of training in an approved VATSIM training course or BAVirtual Type Conversion Course, or
2. Receive instructor refresher training, or
3. Complete a standardisation check

In lieu of (1) above, LTCs are required to complete a minimum of two Line Training events.

Shared Cockpit sessions must be recorded using Merlin and the 'Pirep Link' feature used to ensure training time is accurately recorded for both student and instructor.

Other training (e.g. via screen share) should be recorded via an approved method.

Instructors are personally responsible for maintaining their currency. If an instructor's currency is due to expire and they are unable to arrange a training session or refresher training in order to comply with the requirements before expiry, they should notify the appropriate FTM as soon as possible in order to ensure that reactivation can be accomplished smoothly.

4.1.11.1.1 Reactivation of Rating

The process required to reactivate an instructor rating depends upon the rating held and the amount of time which has passed since the rating lapsed. Generally the retraining requirements are higher for inexperienced instructors.

Currency must be maintained separately for each aircraft type/class for which instructor privileges are held. Where the revalidation requirement states 'Approval from FTM', the relevant Flight Training Manager will hold a discussion with the instructor and satisfy himself that the instructor is up to date with current procedures and processes. If the FTM and/or the returning instructor feel that refresher training would be appropriate or useful an appropriate course of action should be agreed and arranged.

Rating Held	Time since last logged training session	Revalidation Requirement
LTC (Restricted) **Assistant FI** **TRI (Restricted)**	1 year – 1 year 3 months	Approval from FTM with refresher training as determined appropriate. Next session to be carried out under observation by a TSC or Senior Instructor.
	1 year 3 months to 1 year 6 months	Minimum of one session of refresher training with a TSC/Senior Instructor followed by at least one session under observation.
	>1 year 6 months	Full type-specific instructor training to be completed.
LTC **FI** **TRI (Unrestricted)**	1 year – 1 year 3 months	Approval from FTM
	1 year 3 months to 1 year 6 months	Approval from FTM. Next session to be carried out under observation by a TSC or Senior Instructor
	>1 year 6 months - 2 years	Minimum of one session of refresher training with a TSC/Senior Instructor followed by a session under observation
	>2 years	Full type-specific instructor training to be completed

4.1.11.2 Examiners

Examiners are required to conduct a minimum of two checks, skill tests or assessments of competence per year. If this requirement is not met the examiner should be observed conducting a skill test, check or assessment of competence under the supervision of a Senior Examiner who would then confirm the examiner's competence to permit continued use of privileges.

It is a requirement for Examiners to hold privileges to instruct for the rating/type/course they are exercising examiner privileges on, so therefore they must also meet the instructor

currency requirements above on the type/class of aircraft they are conducting an examination for.

Examiners for TRI and FI courses should have at least 1 year's experience as an examiner and be a tutor for the relevant instructor course (as they must have privileges to instruct on a course for which examiner privileges are being exercised). Additionally in BAVirtual they must have been nominated by the FTM to conduct these assessments. Generally they will be a TSC or Senior Instructor on the fleet.

4.1.12 Standardisation

TAH standardisation will normally be conducted in the form of an observation by a nominated TSC or Senior Examiner. New instructors (those with less than 12 months experience) will be standardised within 12 months of qualification. A minimum of 25% of experienced instructors (those with more than 12 months experience) will be standardised each year with the aim of standardising all instructors annually.

Examiner revalidations/renewals will count as standardisation.

4.2 Training and Checking Procedures

4.2.1 General

Course syllabi are designed to provide a progressive sequence of training appropriate to the average BAVirtual pilot. The course is designed for a single pilot in accordance with the syllabus detailed in the Appendices.

The aims of flight training courses are to:

1. Provide training in instrument flying and normal procedures to enhance the pilot's experience of the simulator and so that they will react without error or loss of control to any given situation.
2. Instil pilot confidence in their own ability and in the integrity of the aeroplane and its systems.
3. Provide practice of abnormal and emergency drills to the extent appropriate to the VATSIM MCS.
4. Enable the pilot to achieve certification for the given rating.
5. Achieve a high standard of overall pilot performance.

4.2.2 VATSIM Rating Courses

Training shall be structured and sufficiently comprehensive to familiarise the pilot thoroughly with all aspects of limitations and normal procedures associated with the aeroplane. Abnormal procedures associated with the aeroplane shall be covered to the extent required by the VATSIM Member Certification Standards. Additional training for specialised operations such as Category II/III operations will be included in the course.

Training for VATSIM ratings will be carried out by suitably approved and trained BAVirtual TRI/TRE.

BAVirtual is classified as a membership-based ATO for VATSIM Pilot Training. All trainees must hold BAVirtual membership.

4.2.3 BAVirtual Type Conversion Courses

Some aircraft addons do not provide the capability to simulate abnormal and emergency procedures to the extent required by the VATSIM Member Certification Standards. In these cases a BAVirtual Type Conversion Course may be offered which will be substantially based upon the full VATSIM P4 course but excluding those procedures which cannot be reasonably simulated.

These Type Conversion courses, whilst not resulting in a P4 award, are considered within BAVirtual to be equivalent and will result in an internal award.

Training for Type Conversion Courses will be carried out by suitably approved and trained BAVirtual TRI/TRE.

4.2.4 Use of VATSIM Network

For basic and advanced training in light aircraft (C172, BE58), all training and checking flights should normally take place on the VATSIM network.

For P4 and Type Conversion Training, training will normally be conducted in an offline environment.

4.2.5 Primary Method

The preferred method for conducting practical flying training is via Connected Flight Deck facilities such as those provided by JoinFS or integrated in to a particular add-on aircraft.

4.2.6 Alternate Method

At the discretion of the FTM, training may be conducted via screen-sharing software e.g. through Discord.

4.2.7 Communication

Communication during training activities will usually take place using the BAVirtual Discord server. Training and briefing rooms are provided under the Training section of the server in order to minimise disruption from other members.

Only instructors are able to directly access the Training Rooms. Members who are awaiting training should wait in the Training Lobby and the instructor shall manually click and drag them in to the appropriate Training Room.

All members can directly access the Seminar Rooms. These should be used for larger-scale group training sessions.

4.2.8 Simulated Instrument Flying

Where flight is required to be conducted by reference solely to instruments, such flights may be conducted with a view limiting device as provided in the aircraft add-on, or in an offline environment where the instructor/examiner may provide suitable weather conditions when establishing the session.

4.2.9 Flying Tests and Checks

4.2.9.1 Methods

4.2.9.1.1 Primary Method

The preferred method for conducting flying tests and checks is via Connected Flight Deck facilities such as those provided by JoinFS or integrated in to a particular add-on aircraft.

4.2.9.1.2 Alternate Method

At the discretion of the FTM, flying tests and checks may be conducted via screen-sharing software, e.g. through Discord.

4.2.9.2 Submission Policy

It is BAVirtual policy that no candidate shall be submitted for a skill test or practical examination unless it is considered that their skills and knowledge are of the required standard to pass.

For this reason, all candidates for practical examinations must be first recommended for the test by a BAVirtual instructor.

4.2.9.3 Training

Candidates for any skill test or proficiency check must have completed all of the required training exercises to a satisfactory standard before the skill test or proficiency check and be in possession of a recommendation for the test from a BAVirtual instructor.

Before any skill test or proficiency check, all relevant Theoretical Knowledge (TK) examinations must have been passed. It is the responsibility of the examiner to verify that all TK and training requirements have been completed prior to commencement of the test or check.

4.2.9.4 Testing during Training Flights

Rating skill tests and proficiency checks should never be combined with instructional flights for some other purpose. Such flights would require the examiner to move from an instructor/student relationship to an examiner/candidate relationship in the middle of a flight and this can lead to confusion and misunderstanding.

4.2.9.5 Restrictions on Examiners

Examiners shall not conduct skills tests or assessments of competence for the initial issue of a rating or certificate:

- For candidates to whom they have provided more than 25% of the flight instruction for the rating or certificate for which the skill test or assessment of competence is being taken

For any skill test, proficiency check or assessment of competence:

- When they have been responsible for the recommendation for the skill test
- Whenever they feel their objectivity may be affected.

4.2.9.6 Callsigns

For P1, P2 and P3 Skill Tests the "EXAM" callsign (trigraph "EXM") shall be used. Each Examiner has their own EXM callsign allocated to them; this allocation has been co-ordinated with VATSIM-UK and therefore examiners must take care to use only the callsign allocated to them. The examiner should inform the candidate of the callsign to be used at the long briefing stage.

Type Rating (P4) skill tests are not to use EXAM callsigns: instead a BAW (or CFE, where applicable) callsign will be designated by the examiner.

4.2.9.7 Content

Test formats and procedures for the conduct of tests and checks are outlined in full detail in the Standards documents relevant to each given rating. However, in essence each Skill Test, Proficiency Check or Assessment of Competence consists of the following:

- Oral examination on the ground (where applicable)
- Pre-flight briefing
- In-flight exercises
- Post-flight debriefing

4.2.9.8 Line Operating Evaluations

Where a test or check takes the form of a line operating evaluation, the examiner may at their discretion elect to conduct the oral element of the examination at a convenient moment in the cruise in order to make better use of time and prevent the conduct of the test or check impacting on safety, commercial considerations or on time performance by interrupting the pre-flight briefing period.

4.2.9.9 Allocation of Examiners

Examiners will be allocated by Flight Training Managers. See also Designation of Examiners for Skill Tests.

4.2.9.10 Long Brief (E-mail)

Once the examiner has been allocated, he/she will e-mail the candidate in order to inform them of the route/sectors to be flown and any other details the examiner feels appropriate to include.

This e-mail must be sent a minimum of 24 hours prior to the examination, and ideally examiners should aim to send this e-mail at least 7 days in advance, especially where the student is required to produce e.g. flight planning material.

It shall contain as a minimum:

- The date and time of the exam in Zulu time (local time may be included at the examiner's discretion)
- Confirmation of the type of exam that is scheduled
- Departure airfield(s)
- Arrival airfield(s)
- Any other airfields to be used
- Where to meet the examiner at the time of the exam
- A statement of the candidate's responsibilities (flight planning etc.)
- The examiner's name
- Any other information required for the conduct of the examination (e.g. flight number for checks/examinations conducted during line flights, examiner's weight if required for weight and balance calculations, any required routing portions etc.)

4.2.9.11 Short Brief (Discord)

The examiner shall meet the candidate in the BAVirtual Discord at the designated time. In the Discord briefing the examiner should:

- Make contact with the candidate and establish a relaxed yet professional and workmanlike atmosphere.
- Ensure that communication with the applicant can be established without language or technical barriers
- Verify that the candidate complies with all the qualification, training and experience requirements for the issue of the rating
- Check the candidate's submitted navigation log/maps etc. where applicable
- Brief the candidate on the sequence in which the flight and any ground items will be conducted
- Ensure the candidate understands the capacity in which the examiner will be acting during the flight
- Check that the candidate is aware of his task, roles and responsibilities
- Ask if the candidate has any questions

At the end of the briefing the examiner shall inform the candidate that the examination has begun and conduct any oral examination as detailed in the schedule for the test or check being undertaken, unless this is being deferred to the cruise portion of the flight.

4.2.9.12 In-flight

The examiner must ensure that the flight is conducted safely and in accordance with the Rules of the Air, ATC clearances and VATSIM regulations. The examiner should avoid intervention unless necessary for the safe outcome of the flight.

4.2.9.13 Debrief

If no fail points have been recorded, the examiner should:

- Tell the applicant that he has passed
- Summarise any weak points with suggestions of ways to improve performance.
- Provide positive reinforcement of items and exercises that were well handled
- Give examples of good resource management, TEM and decision making by the candidate.

If a fail or partial pass has been recorded, examiners should:

- Ask questions as required to confirm the assessment
- Give results of the test
- Give reasons for failure in descending order of importance
- Tell the applicant they may not use privileges of the rating or certificate being tested where applicable
- State what the retest requirements will be
- State any mandatory or recommended further training requirements
- Tell the candidate how to best prepare for the retest

4.2.9.14 Appeals

Any candidate who has failed a test or examination may, within 14 days of being notified of his or her failure, request that the Training Department determine whether the test or examination was properly conducted.

4.3 Practice or Simulation of Abnormal or Emergency Procedures

4.3.1 Single Engine Aircraft

Engine out manoeuvres in single-engine aircraft should be accomplished by closing the throttle (or instructing the student to close the throttle). It is approved to conduct these manoeuvres whilst online on the VATSIM network.

'PAN' or 'MAYDAY' calls must **NOT** be made to VATSIM ATC during these practice manoeuvres. Practice of emergency radio transmissions should be accomplished via intercom to the instructor/examiner only (i.e. on Discord).

The engine on a single engine aircraft must **not** be deliberately shut down in order to practice engine failure procedures.

4.3.2 Multi Engine Aircraft (<5,800 kg MAUW)

For multi-engine aircraft with a maximum all-up weight of less than 5,800 kg, one engine inoperative procedures may be accomplished by the instructor/examiner shutting down an engine. The usual method for accomplishing this in the Baron 58 is by using the fuel shutoff valve.

It is approved to conduct these manoeuvres whilst online on the VATSIM network.

'PAN' or 'MAYDAY' calls must **NOT** be made to VATSIM ATC during these practice manoeuvres. Practice of emergency radio transmissions should be accomplished via intercom to the instructor/examiner only. However, it is appropriate to advise ATC that you are 'asymmetric' to avoid being placed in a situation where ATC unknowingly issue an unachievable instruction.

ATC should be informed of the asymmetric condition:

- On first contact with a new ATC unit
- On joining or re-joining a visual circuit
- On initiating or re-initiating an instrument approach procedure
- When carrying out an asymmetric go around

ATC should also be informed when all engine operation is resumed.

The instructor/examiner should **only** shut down the engine at a safe height and must take prevailing traffic, ATC, airspace, other environmental concerns and student ability in to account before shutting down any engine. Under no circumstances is practice asymmetric flight permitted below the Asymmetric Committal Height defined in the type-specific Operations Manual.

4.3.3 Multi Engine Aircraft (>5,800 kg MAUW)

It is BAVirtual policy that training involving abnormal or emergency procedures including but not limited to engine failure, systems failure etc on aircraft of greater than 5,800 kg MAUW is not to take place on the VATSIM network, during base training flights or during normal operations. The only exception is where specifically required during aircraft acceptance flights, and only then under the supervision of an authorised crew.

Training for these events should be accomplished in an offline environment.

4.4 Line Training

4.4.1 General

Line Training is a voluntary programme which may be requested by any pilot. It is intended as a mechanism to support, enthuse and encourage pilots to improve their abilities and knowledge in operating in accordance with BAV Standard Operating Procedures for the aircraft type.

This is accomplished through observation of a sector or sectors by a pilot specifically nominated and trained for the task. At the end of line training the respective pilot should be able to perform a safe and efficient flight in accordance with BAVirtual normal SOPs for the aircraft type.

Line Training is intended to be trainee-led and focussed. As such the number of sectors should be mutually agreed with the trainee to suit their needs and a single sector of line training is entirely possible, regardless of the outcome. However trainees are encouraged to aim to continue Line Training until they are able to achieve a competency standard of 3 in all competencies, known as Line Check Standard (LCS).

When a trainee has achieved LCS, a line check in accordance with 4.5 may be requested for the opportunity to receive an award for a successful check. See **Error! Unknown switch argument.**.

In addition, Line Training will normally be scheduled for trainees following completion of a BAVirtual Type Conversion course/VATSIM P4 rating.

For more details see Appendix O – Line Training.

4.5 Line Check

4.5.1 General

The Line Check is a voluntary check which any BAVirtual pilot may request. In the first instance it will normally follow one or more sectors of line training, (see Line Training) but pilots who have already completed line training and an initial line check may request a recurrent line check immediately without the requirement for training sectors if they so desire. However, this does not preclude a pilot from requesting additional line training at any time.

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 pilot. The line check must be completed on a standard BAVirtual mainline flight, whilst connected to the VATSIM network if that is the pilot's normal means of flying. The check is not intended to determine knowledge on any particular route. The pilot will be assessed on their non-technical skills as well as their flying ability.

When weather conditions preclude a manual landing, an automatic landing is acceptable.

Line checks must be conducted by suitably-trained commanders. In BAVirtual they will be a LTC, TRI or TRE who has been approved by FTM to conduct line checks. Non-TREs must not be in their Consolidation Phase as defined in Instructors - Consolidation Phase above. They must observe only and not take any part in the operation of the flight. Should a long-haul aircraft with connected flight deck capability be used for the check on a long-

haul sector, the LCC may fulful the function of a cruise relief pilot but should not be involved in operating the aircraft during take-off, departure, initial cruise, descent, approach and landing.

A Line Check is valid for 12 months from date of completion, after which the award will be removed from the pilot profile. To retain/renew the award it will be necessary to request a further line check.

For further details see **Error! Unknown switch argument.**

4.6 Grading and Pilot Competency System

4.6.1 Pilot Competency System

BAVirtual is in the process of moving toward a competency-based training system.

Trainees are assessed against nine specific competency areas:

- Professional Standards
- Knowledge & Application of Procedures
- Communications
- Manual Flight Control
- Automatic Flight Control
- Problem Solving and Decision Making
- Situation Awareness
- Workload Management
- Leadership and Teamwork*

Competencies are defined by a series of ‘behavioural markers’. Grades from 1-5 are awarded for each competency based upon how many of the behavioural markers are demonstrated, how well they are demonstrated, how consistently they are demonstrated and how much training input is required.

The Competency Areas, Behavioural Markers and grading rubrics are detailed below.

*Leadership and Teamwork is not usually assessed due to the nature of most BAV flying being single-pilot in nature. However in the event that a multi-crew setup is being used – e.g. shared cockpit etc – it would be appropriate to assess this competency.

Communications • Conveys information clearly, accurately and in a timely manner • Briefings are open, interactive, concise and relevant • Checks for understanding of important information • Listens actively and demonstrates understanding • Resolves uncertainty and ambiguity • Uses relevant and effective questions • Adheres to standard RT phraseology and procedures	**Workload Management** • Is calm, methodical and not impulsive • Plans and prioritises tasks effectively (including Fly, Navigate, Communicate) • Anticipates and plans for potential high workload situations • Assesses and manages time to ensure task completion • Prioritises tasks appropriately utilising all resources • Manages interruptions and distractions effectively • Recognises signs of stress, fatigue and overload and responds by making time and reducing workload • Offers and accepts assistance and asks for help early	**Professional Standards** • Manages the aircraft to achieve the highest levels of safety, efficiency and customer experience • Maintains a high standard of discipline and conduct • Demonstrates responsibility for the duty of care and welfare of the crew and customers • Considers best commercial interests of BAVirtual when making decisions • Maintains high operational standards • Conducts reviews to analyse and improve performance • Demonstrates a motivation for continuous professional development
Problem Solving and Decision Making • Uses an appropriate decision making process • Allocates appropriate time for decision making process • Uses all resources to diagnose and understand the problem • Asks for options or suggests alternative options • Discusses the risks and consequences of alternative options • Communicates agreed option and prioritises tasks • Reviews and validates original decision • Recognises change and adapts plans as required to ensure an optimum outcome	**Manual Flight Control** • Controls the aircraft manually with accuracy and smoothness • Operates the aircraft within the normal flight envelope • Manages the flight path and energy to achieve optimum operational performance • Uses appropriate modes and makes correct target selections • Monitors flight guidance systems effectively • Detects deviations from the required aircraft state or flight path and takes appropriate action	**Situation Awareness** • Continually maintains awareness of aircraft state, position, flight path and general environment • Continually maintains awareness of the people involved in or affected by the operation • Uses periods of low workload to conduct briefings and think ahead • Identifies and manages threats and errors • Regularly reviews, shares and updates mental models using the elements of situation awareness (Plane, Path, People) • Considers not just 'what' to do but 'how' to do it • Sets gates and establishes bottom lines • Discusses 'what if' scenarios and contingency strategies • Recognises and responds effectively to indications of
Automatic Flight Control • Controls the aircraft using automation with accuracy and smoothness • Operates the aircraft within the normal flight envelope • Manages the flight path and energy to achieve optimum operational performance • Uses appropriate level of automation • Briefs and uses appropriate modes and makes correct MCP/FCU and MCDU selections • Monitors flight guidance systems effectively including engagement and automatic FMA transitions • Detects deviations from the required aircraft state or flight path and takes appropriate action	**Knowledge & Application of Procedures** • Demonstrates practical knowledge of aircraft limitations and systems • Demonstrates thorough knowledge of regulations, policies and procedures • Correctly sources required operational information • Correctly operates aircraft systems and equipment • Follows SOPs unless safety dictates otherwise • Applies relevant procedural knowledge • Disciplined management of aircraft procedures and checklists	**Leadership & Teamwork*** • Takes initiative, inspires and motivates • Empowers and values other team members • Creates atmosphere for open communication • Considers suggestions of others • Does not interfere unnecessarily • Ensures crew involvement and task completion • Supports, coaches, delegates and directs as required • Advocates own position and intervenes when appropriate • Carries out instructions when directed • Demonstrates empathy, respect and tolerance for others • Encourages, gives and receives feedback constructively • Addresses and resolves conflict in a constructive manner

*Leadership & Teamwork not assessed for single-pilot operations

4.6.2 Grading

4.6.2.1 Competency Standards

Grade	Competency Standard
1	Demonstrated all of the performance indicators to an exemplary standard which significantly enhanced safety, effectiveness and efficiency
2	Demonstrated all of the performance indicators to a highly effective standard which enhanced safety
3	Demonstrated most or all of the performance indicators to an effective standard which resulted in a safe operation.
4	Demonstrated some of the performance indicators to a minimum standard which resulted in a safe operation, but further development is required
5	Demonstrated one or more of the performance indicators to below a minimum standard, or which resulted in an unsafe situation.

When assessing whether some/most/all of the performance indicators were demonstrated, only consider those that were required by the circumstances of the training or evaluation.

For any recurrent checks an overall grade of 4 is a pass and implies that the pilot performed to the basic minimum regulatory standard. A grade 5 is a fail and remedial training and a further check will be required. For initial issue of a rating or upgrade the minimum grade is 3.

A grade 5 in any one competency will automatically result in the failure of the overall check (i.e. the overall grade awarded must also be 5).

Grade 5s are rare and there are no hard and fast rules as to what constitutes a fail. A poor performance is normally due to lack of spare capacity resulting in a failure of situation awareness. Whatever the reason try to be accurate, brief and clear (ABC) when completing the Moodle report.

4.6.2.2 Line Checks

The line check score is a balance of the eight competency scores, subject to the following constraints:

- The line check score is 5 if one or more of the competencies are graded as 5
- The line check score can be no higher than 4 if one or more of the competencies are graded as 4.

4.6.2.3 Training Items

Grade	Knowledge, Competence & Behaviours
TRAINING INPUT	Verbal or physical intervention by the instructor to ensure that the manoeuvre is completed correctly and/or safely. Observed behaviour directly or indirectly compromises flight safety.
MORE PRACTICE	The appropriate technique or theory is understood. No instructor intervention is required during the manoeuvre. More practice is required to achieve check standard or consistency. Observed behaviour is not yet consistent with maintaining a good or better level of flight safety.
TRAINING COMPLETE	Manoeuvre flown to check standard and/or consistency achieved Observed behaviour is consistent with maintaining a good or better level of flight safety.

4.6.2.4 Training Details

Grade	Knowledge, Competence & Behaviours
OBJECTIVES EXCEEDED	The training detail's objectives have been exceeded
OBJECTIVES MET	The training detail's objectives have been met
OBJECTIVES NOT MET	The training detail's objectives have not been met

The grade awarded for a training detail should reflect the pilot's performance and progress. An Objectives Not Met grade should not be used to record an incomplete detail due to JoinFS/technical problems etc.

4.6.2.5 Skill Tests

Grade	Knowledge, Competence & Behaviours
PASS	All check items were passed at the first attempt, after a successful repeat or at the second attempt.
PARTIAL PASS	Five or fewer check items were failed at the first attempt, including failure of a repeat. One or more failed check items have not yet been retested.
INCOMPLETE	All check items attempted were passed at the first attempt or after a successful repeat. One or more check items have not yet been attempted.
FAIL	More than five check items were failed at the first attempt, including failure of a repeat; or A check item was failed at the second attempt; or The check was terminated because the examiner considered that the applicant's competency required a complete recheck.

4.6.2.6 Report Writing

Each 'Assignment' in Moodle will have a suitable rubric set up with the Pilot Competencies and Proficiency Criteria, where relevant.

For a trainee who is making normal progress there is no need to write comments alongside each proficiency/competency. However, to allow training management to review progress

swiftly, overall performance should be summarised in the **Feedback** comment box, along with details of flight, session and cumulative times.

When writing reports, aim for:

- Commentary/Appraisal/Pointers (CAP)
- Accurate/Brief/Clear (ABC)

Examples:

IFT Circuit Detail
Three circuits with completed with touch and goes. Trainee demonstrated good handling throughout but initially struggled to complete the checklists in good time leading to becoming rushed at the end of the downwind leg. We discussed how time could be used more effectively at the start of the downwind leg when workload is lower.

A320 Route Training Report
A generally good performance approaching Route Check standard. Trainee's aircraft handling ability is excellent and he hand flies to a good standard, but the approach in to Manchester was slightly rushed. This was partly due to a slightly late descent from ATC, but primarily because of the trainee's decision to hand-fly the full intermediate approach and final approach from DAYNE using TRK/FPA. Selection of the appropriate flying reference was thoroughly debriefed after the flight, as were considerations relating to cross-cockpit workload management and appropriate usage of automation to relieve workload.

4.7 Base Training

4.7.1 Crew Complement

Base Training may only be carried out as part of an approved course under the supervision of a Type Rating Instructor or Training Standards Captain.

TRIs must hold a minimum rank of Captain in order to supervise Base Training. See Appendix P.

4.8 Recurrent Training

4.8.1 General

BAVirtual organises a programme of recurrent training in order to provide a means for pilots to become proficient in the operation of an aircraft through regular, structured training sessions.

Recurrent training is built around an “Operator Proficiency Check” (OPC) six-monthly check schedule. Fleet training teams will design checks to incorporate standard and fleet-specific items.

4.8.2 OPC Items

The OPC items to be included in all checks are as follows:

1. Rejected Take-off
2. Go around from minima
3. Non-precision Approach

For types where the use of autothrust is SOP in all flight regimes:

4. Manual thrust practice

4.8.3 Non-Technical Skills

Human Factors and non-technical skills should be integrated in to all training. Every check cycle should include a Line Oriented Flying Training session which should focus on non-technical skills, problem solving and decision making.

4.8.4 Training Items

4.8.4.1 Systems

All major systems of the aircraft should be trained over a three year period. This should be incorporated in to the check cycle so an aspect of at least one system is covered in each check.

4.8.4.2 Manoeuvres

The following manoeuvres should be trained according to the following schedule:

1. Handling without autopilot or flight director Annual
2. Baulked Landing Annual
3. Go around from >1,000 ft Annual
4. Diversion 2 yearly
5. Decompression/Emergency Descent 2 yearly
6. EGPWS 2 yearly

4.8.5 Evidence Based Training (EBT)

In addition to the specified items above, fleet Flight Training Managers should also incorporate training items based on identified needs. For more information see Appendix R.

5 Documentation to be Stored and Storage Periods

5.1 Training Records

5.1.1 Record of Training Completed

Details of any courses completed, scores for written examinations, completion data for theory modules within courses and examiners' reports from skill tests, assessments of competence and proficiency check reports will be retained by BAVirtual for the duration of a pilot's membership and a minimum of 24 months thereafter.

5.1.1.1 Practical Training Feedback

Feedback and comments recorded by instructors following the completion of practical training exercises will be recorded against the pilot's personal training file and retained for the duration of the pilot's membership and a minimum of 24 months thereafter.

Under no circumstances will feedback or comments recorded following an earlier attempt at an exercise be deleted.

5.1.2 Tests, Checks and Assessments of Competence

A test, check or assessment of competence is not complete until all of the associated forms are complete indicating the result and, where applicable, any notification of failure and further training requirements.

Forms are to be completed and distributed as indicated on each form: i.e. copies should be e-mailed to the candidate and the Flight Training Manager, and a further copy retained by the examiner.

Following a partial pass or fail, a report form should be completed and distributed as above. If there are any points of dispute, these should be entered on the form and signed by the applicant and examiner.

5.1.2.1 VATSIM CERT Administration

It is the responsibility of the examiner to update a successful candidate's VATSIM rating within PRAMS. See Designation of Examiners for Skill Tests.

5.1.3 Records to be Retained by Examiners

Examiners are to personally retain all forms and reports relating to skill tests, proficiency checks or assessments of competence for a minimum of 24 months following the date of the skill test, proficiency check or assessment of competence.

5.2 Designation of Examiners for Skill Tests

Any examiner who intends to conduct a skill test for issue of a VATSIM rating, or for a BAVirtual Type Conversion Certificate must be designated as an examiner with BAVirtual. In addition, it is BAVirtual policy that all examiners will be designated and approved in the VATSIM PTD Pilot Rating Administration and Management System (PRAMS).

The Training Department holds a list of all current examiners and will be responsible for ensuring that the PRAMS list is kept up to date.

The internal list will specify for each examiner:

1. The course (or courses) for which each examiner is nominated to conduct tests

2. Type of tests (where applicable) and type or class of aircraft
3. Examiner's forename, initials and surname
4. Examiner's VATSIM CID number
5. The date of the examiner's last check or standardisation

Any one of the examiners nominated and detailed on the list may then, where appropriately qualified, be designated by BAVirtual to conduct the test.

A Appendix A – All Weather Operations

A.1 All Weather Operations (Initial Course)

A.1.1 Introduction

The All Weather Operations (AWOPS) Course is designed to give trainees a full introduction in to the requirements and procedures for operation in low visibility and cold temperatures.

The course is generic for all fleets. It is envisaged that type-specific AWOPS training will be provided at a fleet level.

A.1.2 Low Visibility Operations (Full)

A.1.2.1 Introduction

The Low Visibility Operations (LVO) module is a generic course for all BAVirtual pilots. It forms one part of the All Weather Operations qualification, the second part being the Cold Weather Operations module.

A.1.2.2 Objectives

The objective of the module is to provide all BAVirtual pilots with an overview of the legislation and procedures pertaining to operations in low visibility (LVO).

A.1.2.3 Training Methodology

The module will be completed on a self-study basis using Moodle. The course has been designed to be interactive and utilise a variety of training media including audiovisual resources, quizzes and interactive activities.

A.1.2.4 Module Overview

The table below sets out the content of the module.

Low Visibility Operations Module	
Section	**Subject**
1	**Meteorology**
	Mist and Fog
	Radiation Fog – Formation, Dispersal, Anticipation
	Advection Fog – Formation, Dispersal, Anticipation
	Frontal & Hill Fog
	Steam Fog
2	**The Airport**
	Airport Restrictions during LVO
	Runway & Taxiway Markings
	Taxiway Lighting
	Runway Lighting
	Approach Light Systems
	ATC Procedures

	Measurement of RVR
3	**The Instrument Landing System (ILS)**
	Localizer
	Glide Slope
	Marker Beacons
	Cockpit Displays
	Charts
	ILS Ground Equipment for CAT II and CAT III Operations
4	**Visual References**
	Visual Reference at Takeoff
	Visual Reference at Landing – CAT I
	Visual Reference at Landing – CAT II
	Visual Reference at Landing – CAT III
5	**Minima**
	Definitions
	RVR Aspects of CAT II and CAT III Operations
	Aeroplane Categories
	Baro & Radio Minima (DH vs DA vs Radio DH)
	Takeoff Minima
	Approach Minima
6	**Aircraft Systems (Generic)**
	Visual Aids – PVD, HUD
	Automatic Approach & Landing
	Alert Height & Failures

A.1.3 Cold Weather Operations (Full)

A.1.3.1 Introduction

The Cold Weather Operations module is a generic module for all BAVirtual pilots. There is no prerequisite for entry and along with the Low Visibility Operations module it completes the All Weather Operations (Initial Qualification) course.

A.1.3.2 Objectives

The objective of the module is to provide BAVirtual pilots with an overview of the hazards associated with operation in cold temperatures and generic techniques for mitigating these hazards.

A.1.3.3 Training Methodology

The module is completed on a self-study basis through the BAVirtual Moodle online learning system. The course has been designed to be interactive and engaging and use a variety of training media including audiovisual resources, quizzes and interactive activities.

A.1.3.4 Module Overview

Cold Weather Operations Module	
Section	**Subject**
1	**Operations in Icing Conditions**
	What is Icing?
	Why Icing is Dangerous
	Types of Icing
	De-Icing and Anti-Icing Systems
	Runway Friction
2	**Pre-Flight**
	Precautions
	Flight Planning
	De-Icing & Anti-Icing
	Operating on the Ground
	Takeoff
3	**Airborne**
	Detecting Icing
	Actions to be Taken
	Phases of Flight
	Weather Reports

Section	Subject
4	**Post-Flight**
	Considerations
	Actions to be Taken

B Appendix B – VATSIM Basics

Not used.

C Appendix C – Initial Flying Training

Placeholder for OM-D Appendix C – Initial Flying Training.

D Appendix D – Advanced Flying Training

Placeholder for OM-D Appendix D – Advanced Flying Training.

E Appendix E – OMD A320

Placeholder for OM-D Appendix E – A320.

F Appendix F – OMD A380

Placeholder for OM-D Appendix F – A380.

G Appendix G – Instructor Training

G.1 Training Appointment Holders – Person Specification

'Training Appointment Holder' (TAH) is a generic term for all staff engaged in delivering flight or ground instruction.

Training Appointment Holders are one of the principal means by which technical and non-technical information and Flight Operations standards are promulgated to pilots.

Training Appointment Holders are expected to model excellent technical and managerial skills. They should demonstrate these abilities through positive, friendly and helpful engagements with other members on the BAVirtual forum and Discord channels, demonstrate an engagement with and positive contribution to BAVirtual's community activities and have the interest and aptitude to inspire and coach their peers to reach the same high level of professionalism.

G.1.1 Qualifications, Experience, Skill and Abilities

Must be of appropriate rank with no adverse comments in the member file or training record. For non real-world qualified staff, must have a minimum of 200 hours total time logged on the VATSIM network and minimum 50 hours of BAVirtual experience.

Members with relevant real-world aviation qualifications may be granted waivers to the usual selection process at the discretion of the Director of Training. However, as with all BAVirtual TAH's they are expected to exhibit the personal qualities and standards outlined below.

Motivation
To maintain and develop the high all-round standards of BAV Flight Operations.

To encourage and support fellow members in attaining and maintaining these high standards of performance and behaviour.

Leadership
To deliver the highest standards of technical and BAV community service at all times.

To demonstrate the highest levels of judgement and decision taking with regard to operational and interpersonal matters.

To demonstrate flexibility in managing operational situations.

Valuing Others
To demonstrate a high standard of interpersonal skills to enable an effective contribution in both operational and training situations.

To recognise and apply the need for equal treatment of people regardless of sex, colour, background or personal preferences.

Organisation Awareness
To be understanding of, up to date with and keen to promote the all-round interests of the VA.

Communication
To demonstrate clear and effective spoken and written communication skills.

Specialist Knowledge
To demonstrate an awareness of training processes, flight technical and operational matters and documentation and VATSIM PTD requirements.

To demonstrate a desire to continually expand this knowledge.

G.2 Selection Process and Procedures

The Training Appointment Holder selection process consists of three stages:

Stage 1 Application via the BAV Staff Applications system

Stage 2 Knowledge test

Stage 3 Appointment Board

Candidates need to be successful at Stage 1 in order to proceed to the knowledge test. Candidates will be assessed on the following capabilities:

Capability	Application	Knowledge Test
Motivation	X	
Experience and Qualifications	X	
Member File	X	
Training Records	X	
Communication	X	
Professional Competence		X
Organisation Awareness		X
Training Knowledge		X
Technical and Operational Knowledge		X
Regulatory Knowledge		X

These areas are assessed on the following rating scale:

Rating System		
1	Excellent	Candidate meets all criteria; major strengths shown in some.
2	Good	Candidate meets majority of criteria.
3	Marginal Some doubts	Candidate meets half or less than half of criteria – some weakness shown.
4	Poor	Candidate meets little/none of criteria, major weaknesses shown.
N/E	No Evidence	No opportunity to assess the candidate on this capability.

G.2.1 Management of the Selection Process

The Director of Training will establish and maintain acceptable standards. The selection process will be managed by the fleets.

G.2.2 Stage One: Application Criteria

The candidate will be assessed on their motivation, experience and qualifications, professional competence and written communication using their written application and member and training records for the previous two years.

All above areas will be rated and an overall rating recorded.

If any area is rated as 'poor' the candidate will be deemed not to have met the standard required and will not proceed to the next phase.

It is important that substantiated evidence is recorded at all stages of the selection process to enable candidates to receive qualitative feedback; it is the aim of the Training Department to work with those with a desire to become a BAV trainer in order to develop them so that they are able to realise their goal in the future.

G.2.3 Stage Two: Knowledge Test

Stage Two consists of a test of aircraft type-specific knowledge, general principles of flight, knowledge of the BAVirtual SOP manual, knowledge of VATSIM PTD operations, training and BAVirtual organisation awareness. This may be conducted either through a written test or a live interview at the discretion of fleet management, though the process should be consistent for all candidates for a particular fleet in any given round of recruitment.

The rating system above will be used.

G.2.4 Stage Three: Appointment Board

An Appointment Board consisting of selectors, normally Flight Training Managers and TSCs/Senior Instructors and chaired by the Director of Training or nominated deputy will carry out an evaluation of all the candidates and agree those who meet the standard.

A list of successful candidates will be identified in order of merit and appointments made according to fleet requirements. If all vacancies on a particular fleet are filled and/or instructor training capacity is exhausted any remaining suitable candidates will remain on the list and be appointed when a vacancy arises.

G.3 Application Evaluation

Fleet: ..... Position Applied For:.....

Name:..... BAW ID:.....

Category	Rating	Evidence
Motivation		
Experience		
Competence Member File Training Records VATSIM Ratings/Line Training Reports over past 3 years		
Communication (written)		
Overall Rating		

Rating System		
1	Excellent	Candidate meets all criteria; major strengths shown in some.
2	Good	Candidate meets majority of criteria.
3	Marginal Some doubts	Candidate meets half or less than half of criteria – some weakness shown.
4	Poor	Candidate meets little/none of criteria, major weaknesses shown.
N/E	No Evidence	No opportunity to assess the candidate on this capability.
Note: a rating of 4 excludes the candidate from the next stage of selection.		

Proceed to Stage 2 Yes / No

Assessor's Name ..... **Date** .....

G.4 Knowledge Test and Summary Evaluation

Fleet ..... Position Applied For.....

Name ..... BAW ID.....

Category	Stage 1 Application	Stage 2 Knowledge Test
Motivation		
Experience		
Competence		
Communication		
Organisation Awareness		
Specialist Knowledge		

Rating System		
1	Excellent	Candidate meets all criteria; major strengths shown in some.
2	Good	Candidate meets majority of criteria.
3	Marginal Some doubts	Candidate meets half or less than half of criteria – some weakness shown.
4	Poor	Candidate meets little/none of criteria, major weaknesses shown.
N/E	No Evidence	No opportunity to assess the candidate on this capability.

Overall Score .....

Recommend for Appointment Yes / No

Assessor's Name ..... **Date** .....

G.5 Initial Instructor Training Course

G.5.1 Introduction

The Initial Instructor Training Course is designed to train and assess the trainee in the core skills, knowledge and competencies required for all BAVirtual Instructors.

The course is generic for all fleets and must be completed by all newly appointed BAVirtual Instructors.

A BAVirtual Instructor who wishes to extend their instructional privileges to a different type is not required to complete a further Initial Instructor Training course.

G.5.2 Course Objectives

The objective of the course is to provide the Trainee Instructor with a foundation in training and learning theory and practice, together with an awareness of the skills, knowledge and attitude required of an instructor.

These skills and competencies include but are not limited to:

- Creating a climate conducive to learning
- Identifying and responding to trainees' needs
- Presenting and transferring knowledge
- Facilitating understanding
- Demonstration
- Identification, evaluation and correction of errors
- Giving feedback
- Relevance of effective and pre-emptive briefings
- Assessing trainee performance
- Writing accurate and objective reports
- Managing time to achieve training objectives

The BAVirtual Instructor Competencies are listed in section G.6 of this manual.

G.5.3 Training Methodology

The course makes use of a series of online modules delivered via the Moodle Learning Academy.

The course has been designed to be interactive, utilise a variety of training media and focuses on the active participation of the trainees from the outset.

G.5.4 Course Overview

LOCATION	PROGRAMME
Moodle	***Core Skills 1: Training and Learning Theory***
	● How people learn ● Core skills introduction ● Creating a learning environment ● Briefing skills ● Feedback
Moodle	***Core Skills 2: Managing Errors***
	● Managing Errors ○ Types of Errors ○ Reducing Errors ○ Learning from Errors (Trainable Moments) ○ What if the student makes an error? ○ What if the instructor makes an error? ○ Correcting errors ● The Training Cycle ○ Kolb's Learning Cycle ○ Spiral curriculum ○ How we train/how it's checked ○ How trainers are checked ● Managing Extremes of Performance ● Debriefing Skills
Moodle	***Human Performance & Introduction to Pilot Competency***
	● Human Factors Introduction ● Situational Awareness and Attention ● Introduction to Pilot Competency ● Report writing

G.5.5 Course Material

There is no specific training material for the Trainee Instructor to review. Trainee Instructors are expected to have a good technical knowledge of their specific type and a high level of skill. They will have passed a selection process which will have assessed their suitability in terms of knowledge and suitability to instruct.

As part of their preparation Trainee Instructors should familiarise themselves with Part D of the BAVirtual Operations Manual, and in particular with the Pilot Competencies, Instructor Competencies, and grading system. Further information regarding Pilot Competencies can be found in FCSI 5.

G.5.6 Assessment

Details of the trainee's participation will be recorded in Moodle and all modules should be completed before progressing to type-specific training.

G.5.7 Terminology

- **TRAINEE INSTRUCTOR (TI):** The candidate
- **TI A/TI B:** A term used when it is necessary to differentiate between candidates
- **COURSE TUTOR (CT):** The Instructor Tutor assigned to lead the course

- **INSTRUCTOR TUTOR (TUTOR):** An Instructor Tutor assisting the Course Tutor in delivering the course
- **TUTOR PUPIL (TP):** The Instructor Tutor who will act as the TI's pupil.

G.6 Instructor Competencies

G.6.1 Introduction

In order to provide a consistent framework for training and assessment, tutors and instructors may refer to instructor performance standards and learning processes used in IIT.

Each competency is made up of a list of 'performance indicators' which can be observed and assessed.

The BAVirtual Instructor Competencies, along with their behavioural markers, are listed below. Refer to OM-D (General) for details of the grading structure. These can be used by trainers and TSCs to ensure consistent high standards of training are being delivered.

Competence	Performance	Knowledge
Prepare resources	a) Ensures adequate facilities; b) Prepare briefing materials; c) Manages available tools.	a) Understand objectives; b) Available tools; c) Competency-based training methods.
Create a climate conductive to learning	a) Establishes credentials, role models appropriate behaviour; b) Clarifies roles; c) States objectives; d) Ascertains and supports trainees needs.	a) Barriers to learning b) Learning styles
Presents knowledge	a) Communicates clearly; b) Creates and sustains realism; c) Looks for training opportunities.	Teaching methods
Integrate TEM/CRM	Makes TEM or CRM links with technical training	Human Factors, TEM or CRM
Manage time to achieve training objectives	Allocates time appropriate to achieving competency objective.	Syllabus time allocation
Facilitate learning	a) Encourages trainee participation; b) Shows motivating, patient, confident and assertive manner; c) Conducts one-to-one coaching; d) Encourages mutual support.	a) Facilitation; b) How to give constructive feedback; c) How to encourage trainees to ask questions and seek advice;

Competence	Performance	Knowledge
Assess trainee performance	a) Assesses and encourages trainee self-assessment of performance against competency standards; b) Makes assessment decision and provides clear feedback; c) Observes CRM behaviour.	a) Observation techniques; b) Methods for recording observations.
Monitor and review progress	a) Compares individual outcomes to defined objectives; b) Identifies individual differences in learning rates; c) Applies appropriate corrective action.	a) Learning styles; b) Strategies for training adaptation to meet individual needs.
Evaluate training sessions	a) Elicits feedback from trainees; b) Tracks training session processes against competence criteria; c) Keeps appropriate records.	a) Competency unit and associated elements; b) Performance criteria.
Report outcome	Reports accurately using only observed actions and events.	a) Phase training objectives; b) Individual versus systemic weaknesses.

H Appendix H – OMD A350

Placeholder for OM-D Appendix H – A350.

I Appendix I – OMD B747

Placeholder for OM-D Appendix I – B747

J Appendix J – OMD B777

Placeholder for OM-D Appendix K – B777.

K Appendix K – OMD B787

Placeholder for OM-D Appendix L – B787.

L Appendix L – OMD E170/E190

Placeholder for OM-D Appendix M – E170/E190.

M Appendix M – OMD Concorde

Placeholder for OM-D Appendix N – Concorde.

N Appendix N – Groundschool

N.1 Objectives

The aim of theoretical (groundschool) training is to assist the trainee to:

- Aquire appropriate levels of technical knowledge and operating skills
- Gain familiarity and confidence with an aircraft's systems prior to commencing flight training.

N.2 Standard Required on Completion

On completion of Groundschool the trainee should have:

- Achieved a pass in any Theoretical Knowledge examinations

N.3 Course Description

The groundschool courses and examinations are primarily conducted using the Moodle e-Learning system. This allows the trainee to work at his/her own pace. From time to time live group tutorials or one-to-one instruction may be provided via Discord or similar systems, and instructor assistance is provided via the BAVirtual forums and other contact mechanisms.

Technical content is based on a 'need-to-know' principle with non-essential information omitted.

Trainees will be electronically issued with the appropriate manuals, technical documentation and and study guides. Manuals should be downloaded by trainees in accordance with the course joining instructions.

N.4 Testing

Theoretical Knowledge (TK) examinations will be conducted via the Moodle system.

Testing takes the form of multiple-choice tests for each module. The questions are drawn from a bank of questions approved by the VATSIM PTD. All examination questions are drawn from information contained in the manuals and delivered in the groundschool e-learning modules.

N.4.1 Re-sits

The standard resit procedure requires a 5 minute "cooling off" period between the first and second attempts at any written examination, followed by a 30 minute period between any subsequent attempts.

Each attempt, successful or unsuccessful, is recorded and stored in the trainee's record.

O Appendix O – Line Training

O.1 General

Line Training within BAVirtual is an opportunity for pilots to obtain feedback, advice and improve their skills from a designated Line Training Captain. Line Training is normally conducted via screen-sharing software on a normal sector, though use of Connected Flight Deck is encouraged if available.

Line Training is a voluntary programme which may be requested by any pilot. It is intended as a mechanism to support, enthuse and encourage pilots to improve their abilities and knowledge in operating in accordance with BAV Standard Operating Procedures for the aircraft type.

O.2 Objectives

The objectives of Line Training are:

- Improve knowledge of BAV Standard Operating Procedures for the aircraft type
- Build confidence and familiarity with normal operation
- Develop and improve Pilot Competencies and non-technical skills

O.3 Administration

Line Training may be requested by any pilot and consists of a minimum of one sector. After completion of the sector, the LTC will debrief the pilot and file a written report.

Whilst the training may be concluded at this point, it is encouraged that trainees should continue Line Training with an aim of achieving a competency standard of 3 in all Pilot Competencies. At this point a voluntary Line Check may be requested and completed by an independent LTC designated by the Training Department. Successful completion of the Line Check will result in an award. See Appendix Q for more details.

O.4 Standard Required on Completion

Line Check Standard is achieved when:

- The trainee demonstrates a working knowledge of the BAVirtual Operations Manual
- PF duties are performed with only a few significant points to debrief
- Several minor points are noted but not necessarily debriefed
- A competency standard of 3 is achieved in all Pilot Competencies

O.5 Conduct

Normal SOPs should be employed throughout, including monitored approach procedures where connected flight deck is being employed. This allows the trainee to observe and the trainer to demonstrate.

The BAVirtual FCOM for the type in question is the reference which should be followed with regard to procedures and techniques.

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

Where connected flight deck is being employed, do not make deliberate errors to 'test' the trainee. Omissions (e.g. during flight deck preparation) are not permitted in order to assess a trainee's monitoring.

Whenever possible allow trainees time to correct minor errors and avoid entering in to a running commentary or 'back seat flying'. Significant errors should be corrected to avoid any risk to the safety of the aircraft or operational disruption.

O.6 Training Considerations

Ensure the trainee is familiar with flight and fuel planning and the finer points of Merlin operation, e.g. Off Duty, Pirep re-files.

Ensure the trainee is familiar with the BAVirtual website, forums and overall operation, for example DocStore, how to place themselves on leave, the SOP manual etc.

Watch for 'unusual' autopilot handling, for example continual adjustment of V/S or excessive descent rates.

In good weather an ATC conditions a raw data ILS may be flown. This is desirable but not essential.

Ensure trainees use correct handling techniques, for example: taxiing, take-off and landing, etc.

O.7 Schedule

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

O.8 Grading

A common BAV Grading System is used for all training and it is described in Grading and Pilot Competency System.

O.9 Report Writing

The style and content of a written report reflects with clarity how much insight, thought and professionalism a trainer has devoted to the task.

Report writing is an integral part of a trainer's task and should not be completed with minimum thought or in the minimum time.

If the trainee is progressing normally there is no requirement to enter comments opposite each Item.

However, to assist FTMs to review progress swiftly, overall performance should be summarised with approximately 2 or 3 sentences in the Detail comment box.

Commentary/Appraisal/Pointers (CAP).

Accurate/Brief/Clear (ABC).

O.10 Discussion Items

A list of discussion items are provided in each fleet appendix. These items provide possible productive areas for discussion during times of low workload (e.g. in the cruise) and in turn

trainees may use this list as a prompt for preparation. However, the list is not exhaustive and LTCs should feel free to discuss any items not included as they see fit.

P Appendix P – Base Training

P.1 Policy

Base Training shall normally be carried out on the VATSIM network, treating the aircraft as 'real'. It is BAVirtual policy not to practice emergency procedures during base training flights or during normal operations.

P.2 Objectives

The aim of base training is to assist the trainee:

- To consolidate the take-off and landing technique
- To perform takeoffs and landings to an appropriate and consistent standard

P.3 Standard Required on Completion

On completion of Base Training the trainee should have:

- Used the correct take-off technique safely and consistently
- Completed a minimum of 6 landings (4 landings if >500 hours BAV experience)
- Completed a minimum of 3 landings without verbal or physical training assistance, using autothrottle and glideslope guidance if available
- Demonstrated the ability to identify errors and make effective corrections
- Achieved safe and consistent approaches and landings using the correct technique
- Achieved a competency standard grade of 3.

P.4 Approved Airfields for Circuit Training

Training will normally be planned at one of the following airfields: Shannon, Prestwick, Chateauroux, East Midlands. The trainer will liaise with TSCs and select a base airfield for the planned detail.

As weather conditions can change rapidly, TSCs should review the situation and choose an alternative location if necessary, e.g. Brest, Brize Norton, Belfast, Connaught (Knock), Lille, Liverpool, Nantes, Newcastle, Seville, Teesside, Toulouse, Vatry.

TSCs must liaise with Operations if the selected base is not available in the schedules.

P.5 Administration

Base training should be recorded in the appropriate detail in Moodle. The flying time and number of landings completed by the trainee should be noted, including whether they were full stops or touch and goes.

P.6 Operational Considerations

Normal MEL procedures apply.

When departing LHR, load sufficient fuel to commence training at the base airfield at a landing weight representative of line operations.

When departing the base airfield plan to complete the final training session with sufficient fuel for return to LHR. Try to avoid arriving at LHR with an excessive fuel load inappropriate for the next planned commercial sector.

Plan the sequence of training with due regard to brake heating. Avoid the risk of tyre deflation due to frequent braked landings.

When brake fans are not fitted, use full reverse (if permitted) and try to delay braking.

Training must comply with local noise procedures.

P.7 Training Considerations

P.7.1 Weather

Whilst normal limitations apply, TSCs must exercise their judgement.

Normally, trainees should not be trained unless the cloud base is at least 1000 ft with a visibility of 4 km.

Crosswinds greater than 10 – 15 kts are likely to nullify any training value.

Circuits are normally flown at 1500 ft. If the cloud base is lower the circuit may be modified in accordance with the FCOM.

Remain VMC unless clearance for a circling approach has been received.

In IMC obtain positive radar control or climb to SSA.

P.7.2 EGPWS

Normal EGPWS policy applies throughout base training.

Trainers should ensure that all crew are briefed of the possibility of map shift on non-GPS equipped aircraft at airports with limited navigation cover.

Systems should only be deactivated or warnings downgraded in accordance with the procedures outlined in the Operations Manual.

P.7.3 General

Develop and use a routine.

Brief flight deck observers to keep quiet.

In Connected Flight Deck, be ready to make a control input while the trainee is flying.

Training input could be required to prevent excessive or insufficient pitch rates or incorrect use of rudder.

Be ready to apply or reduce power if necessary.

Monitor brake application during taxiing and while on the runway.

Beware of high sink rates prior to landing.

Advise ATC of your intentions and give consideration to other aircraft.

P.7.4 Pre-flight Briefing

Use facilitation to check their understanding of the approach and landing technique.

Trainees should be fully briefed on actions required in the event of an emergency. Explain that the TRAINER may take control but that the trainee must not assume that this will always be the case.

Cover the following items:

- Individual responsibilities.
- The day's programme.
- Bounced landing recovery technique.
- Touch and Go procedure.
- Emergencies.
- Stress the importance of effective Lookout and RT.

P.7.5 In-flight

Normally, an individual training session should not last longer than 90 minutes.

Training should be kept to the minimum required. TEPs generally need between 6 and 15 landings.

Training should cease as soon as a trainee has achieved the 'standard required on completion'.

Visual circuit flying is not essential. The landings may be made from IMC approaches.

When significant problems with progress occur a change of instructor is recommended.

Do not patter continuously – allow the trainee time to think.

A good trainee should only require a prompt now and again. If an in flight debrief is required, consider taking control, otherwise the trainee may not absorb the information.

P.7.6 Debriefing

Praise success.

In case of slow progress, check the trainee's understanding of the correct technique and apply the 'Learning Cycle': Agree what happened, agree what needs to change, and explain how the changes can be achieved.

Remember that whilst trainers need consciously to be keenly aware of the step-by-step techniques used, many trainees will achieve greater success simply by 'keeping it simple'.

Try to achieve the correct balance between insufficient advice and overanalysis. Anyone who has ever tried to hit a golf ball knows that it is impossible to consciously apply all the instructors advice during the brief interval of the swing.

Do not swamp the trainee with lots of minor detail.

Trainees must achieve the 'Standard Required on Completion' detailed earlier in this chapter.

P.8 Base Training Record

Aircraft..... Date.....

Trainee Name.....

	Brakes Off	Brakes On	Total
Time			
Fuel	kg	kg	kg

								Totals
Touch & Go								
Go-Around								
Full Stop								

Aircraft..... Date.....

Trainee Name.....

	Brakes Off	Brakes On	Total
Time			
Fuel	kg	kg	kg

								Totals
Touch & Go								**TG**
Go-Around								**GA**
Full Stop								**FS**

Q Appendix Q – Line Check

Q.1 General

A Line Check in BAVirtual may be optionally requested by a pilot following completion of Line Training to Line Check Standard.

Successful completion of a Line Check will result in a Line Check Award for the type the check is conducted on.

Q.2 Objectives

The aim of a Line Check is to allow pilots to:

- Demonstrate that the skills and proficiencies learned during Line Training have been maintained
- Receive assessment and feedback on application of operating procedures
- Improve knowledge and proficiency by covering Line Check discussion items

Q.3 Standard Required

Pilots must demonstrate the required level of knowledge and skill to achieve a safe and consistent standard of aircraft operation, employing SOPs, the correct handling techniques and Pilot Competencies.

Pilots are assessed with reference to the BAV Pilot Competencies system.

Q.4 Administration

The Examiner conducting the Line Check (Line Check Captain) must be a Line Training Captain or TRI/TRE approved by FTM to conduct Line Check duties. In accordance with 4.1.3 Instructors – Consolidation Phase non-TRE holders must not be not be operating under restricted privileges.

A Line Check in BAVirtual is usually conducted on an individual. Occasionally if a crew using Connected Flight Deck equipment request a combined check, the check may be conducted on the crew and an assessment of CRM will be included.

All destinations are to be included in the line check domain, e.g. MEX, INN, HER etc.

The Examiner will always occupy an observer's seat; normally this will be accomplished via screen share. The Examiner will not occupy an operating seat e.g. in a connected flight deck.

Management pilots should not be checked by other Managers.

Q.5 Conducting a Check

The Line Check Captain is responsible for creating an environment under which the pilot under check is able to perform at their best. The LCC is responsible for:

- Raising the knowledge and performance of the trainee
- Supplying feedback to the pilot under check and to BAVirtual
- Being a role model for the pilot under check

Items which should be clarified by the LCC at the start of the line check include:

- You are there to observe the pilot in all areas of the operation and are not a resource for the pilot to use.
- In order to improve knowledge, invite the crew to ask questions. You may wish to defer the subsequent answer and discussion to the debrief if you feel the answer may significantly influence the operation.
- You will not intervene unless the safety of the aircraft is in doubt
- In the unlikely event of you having to intervene, explain to the pilot not to try and interpret the outcome of the intervention and line check score, but any intervention will be discussed and debriefed.
- The expectation is that the result and debrief will be given after shutdown
- On shorthaul sectors you will observe the whole flight.
- On longhaul sectors you will observe:
  - Westbound – to the oceanic segment and when contingencies and strategies have been discussed
  - Southbound – to the IFBP segment
  - Eastbound – beyond the ToC and when contingencies and strategies have been discussed
  - From the Approach briefing to the conclusion of the flight.
- Any company or fleet-specific discussion items will be covered:
  - Shorthaul – at a quiet phase of the cruise, during the turnaround or back at base
  - Longhaul – at a quiet phase of the cruise (e.g. after ToC but before the Oceanic segment)

R Evidence Based Training (EBT)

Not used.